

# English Language Arts Grade 6

Curriculum Writers – Alison Angers, Dawn August, Brian Fernandes, Mary Roberts, Monica Samolis, Susan Flaherty Walsh, and Christine Waring

STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GLE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><b>READING</b></p> <p><b>GLE READING CLUSTERS</b></p> <ul style="list-style-type: none"> <li>Reading Fluency and Accuracy</li> <li>Vocabulary</li> <li>Literary Texts</li> <li>Informational Text</li> <li>Reading Strategies</li> <li>Breadth of Reading</li> </ul>		<p><b>NECAP GRADE LEVEL EXPECTATIONS</b></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (<b>state assessment, grade...</b>).</p> <p><b>Each GLE includes three parts:</b></p> <ul style="list-style-type: none"> <li>A statement in <b>bold</b>, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades.</li> <li>The <b>unbolded</b> text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment</li> <li>Differences between adjacent grades are <b>underlined</b>. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLE.</li> <li>Each <b>GLE is coded</b> for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem,</li> </ul>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p><b>The teacher</b> Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> <li>problem solving</li> <li>communication tools</li> <li>information tools</li> <li>self-management tools</li> <li>working with others</li> </ul> <p>Applies Principles of Learning (POL) © organizing for effort</p> <ul style="list-style-type: none"> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence'</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p>Applies principles of Disciplinary Literacy</p> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance</p>	<p><b>Textbook</b> <i>Prentice Hall Copper</i></p> <p><b>Consumables</b></p> <ul style="list-style-type: none"> <li><i>Read or Scope Magazine</i></li> <li><i>DOL</i></li> </ul> <p><b>Core Books (protected)</b></p> <ul style="list-style-type: none"> <li><i>Something Upstairs</i></li> <li><i>George Washington: Spymaster</i></li> <li><i>City of Embers</i></li> <li><i>The Wanderer</i></li> </ul> <p><b>Supplementary books</b></p> <ul style="list-style-type: none"> <li><i>Rhode Island Prek-12 Literacy Policy</i></li> <li><i>Reader's Handbook</i></li> <li><i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers)</li> <li><i>Strategies that Work</i> Harvey, Goudvais</li> <li><i>Strategies that Work, Non Fiction Matters.</i></li> <li>Harvey</li> <li><i>Daybook of Critical Reading and Writing Classroom Instruction That Works</i>, Marzano</li> <li><i>Guiding Readers and Writers</i>, gr. 3-8, Fountas and Pinnell</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li><i>Merlyn's Pen</i></li> <li><i>Accelerated Reading</i></li> <li><i>Cobblestone</i> magazine on line</li> <li><a href="http://www.storyofmovies.com">www.storyofmovies.com</a></li> </ul>	<p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li><b>MID-YEAR EXAM</b></li> <li><b>FINAL EXAM</b></li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMESWB (ORF)</li> <li>Gates MacGinitie</li> <li>Stanford</li> <li>Degrees of Reading Power (DRP)</li> </ul> <p><b>SUGGESTED</b></p> <p>Anecdotal records</p> <p>Book response sheets</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Learning logs</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.             <ul style="list-style-type: none"> <li>role playing, short</li> </ul> </p>

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		<p>(e.g. R – 5-6.2) means R (reading), 5 (grade 5), 6 (6<sup>th</sup> GLE stem), 2 (the second specific indicator for the 6<sup>th</sup> GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p><b>Outcomes</b> and <b>Benchmarks</b> are indicated for all <b>READING GLEs</b>/standards and are secured for this grade level unless indicated with a <b>B</b> for beginning or a <b>D</b> for developing.</p> <p>The <b>instructional strategies, resources, and assessments</b> to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes <b>exhibition of student work</b> with rubrics</p> <p>Collaborates with <b>specialists</b> to differentiate instruction for ALL students</p> <p><b>READING/WRITING STRATEGIES</b> The teacher</p> <p>Employs <b>ELA best practice reading strategies</b></p> <ul style="list-style-type: none"> <li>reading aloud</li> <li>think aloud</li> <li>shared reading</li> <li>guided reading</li> <li>self-selected reading</li> </ul> <p>Facilitates <b>comprehension strategies</b></p> <ul style="list-style-type: none"> <li>making connections</li> <li>questioning</li> <li>visualizing</li> <li>inferring</li> <li>determining importance</li> <li>synthesizing information</li> <li>self-monitoring or fix-up</li> <li>predicting and inferring</li> </ul> <p>Facilitates <b>Literature Circles</b> and Socratic Seminar</p> <p>Facilitates the development of <b>word walls</b></p> <p>Models a variety of <b>graphic organizing strategies</b> (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<ul style="list-style-type: none"> <li>org</li> <li>MierriamWebster.com</li> <li>Mosaic listserv</li> <li>Lexile.com</li> <li>Proquest.com</li> <li>Inspiration™</li> <li>Video streaming</li> <li>computers, internet access, word processing</li> <li>books on tape</li> <li>CD Rom</li> <li>Lexile supported materials</li> <li>Dictionary.com</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>word wall chart</li> <li>clear expectations posters</li> <li>Teacher moves expectations</li> <li>Reading strategies poster</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Rilink</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Chamber Theater</li> <li>Encore Production</li> <li>IMAX</li> <li>PPAC</li> <li>Trinity Repertory</li> <li>Roger Williams Park</li> <li>Mystic Aquarium</li> <li>Plymouth Plantation</li> </ul>	<ul style="list-style-type: none"> <li>plays (bodily kinesthetic)</li> <li>graphic organizing, sketch journals/ cartooning (visual)</li> <li>collaboration/ conferencing (interpersonal)</li> <li>songs, lyrics (musical)</li> </ul> <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>R.A.F.T. <b>Role, Audience, Format, Topic</b></p> <p>Reading log</p> <p>Rubrics</p> <ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Initial understanding, analysis, interpretation</li> </ul> <p>Tests and quizzes</p>

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<p><b>READING</b></p> <p>1.1 Reading Fluency and Accuracy (R-11)</p>		<p>Students read grade-level appropriate material with</p> <p>1.1.1 <b>ACCURACY</b> - Reading material appropriate for grade 6 with at least 90-94% accuracy,(R-6-11.1) as measured by AIMSWEB (ORF)</p> <p>1.1.2 <b>FLUENCY</b> - Reading with appropriate silent and oral reading fluency rates as determined by text demands, and purposes for reading (R-6-11.2) as measured by AIMSWEB (ORF). Suggested rates 135-160 (oral) and 190-220 (silent)</p> <p>1.1.3 <b>FLUENCY</b> - Reading familiar text with phrasing and expression, an with attention to text features such as punctuation, italics, and dialogue (R-6-11.3) as measured by AIMSWEB (ORF)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Choral instruction</li> <li>• Cued phrases</li> <li>• Paired reading</li> <li>• Reader's theater</li> <li>• Audio-recorded assistance</li> <li>• Repeated reading</li> </ul>	<p>Instructional strategies see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Rewards</i></li> <li>• <i>Corrective Reading (PLP)</i></li> <li>• <i>Quick Reads (PLP)</i></li> <li>• <i>The Fluent Reader, Rainiski</i></li> </ul>	<p>Instructional strategies see pages 1-2</p> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSWEB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Jamestown Time Reading Plus</li> <li>• CTOPP</li> <li>• TOWRE</li> <li>• Degrees of Reading Power (DRP)</li> </ul> <p>Middle school fluency rubric</p>
<p><b>READING</b></p> <p>1.2 Word identification skills and strategies (R-1)</p>		<p>Students apply word identification/decoding strategies by:</p> <p>1.2.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division and word patterns (R-6-1.1)</p>			
<p><b>READING</b></p> <p>1.3 Vocabulary strategies (R-2)</p>		<p>Students</p> <p>1.3.1 Use strategies to unlock meaning e.g.</p> <ul style="list-style-type: none"> <li>• knowledge of word structure</li> <li>• including prefixes/suffixes</li> <li>• base words</li> </ul>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Pre-teaching vocabulary</li> <li>• Multiple exposures</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> </ul>	<p>Assessments/evidence see pages 1-2</p> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSWEB (ORF)</li> </ul>

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		<ul style="list-style-type: none"> <li>• common roots (D)</li> <li>• or word origins (D)</li> <li>• or context clues</li> <li>• or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) e.g. (of common root ): inspection (in -spec- tion) (state assessment grade 7) (R-6-2.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept maps</li> <li>• Word building</li> <li>• word sort</li> <li>• Chunking</li> <li>• Multi sensory</li> </ul>		<ul style="list-style-type: none"> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degrees of Reading Power (DRP)</li> </ul>
<b>READING</b>  1.3 Breadth of vocabulary (R-3)		<p>Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <p>1.3.1 Identifying:</p> <ul style="list-style-type: none"> <li>• synonyms</li> <li>• antonyms</li> <li>• homonyms/ homophones</li> <li>• shades of meaning (R-6-3.1)</li> </ul> <p>1.3.2 Selecting appropriate words or explaining the use of words in context, including</p> <ul style="list-style-type: none"> <li>• content specific vocabulary</li> <li>• words with multiple meanings</li> <li>• or precise vocabulary, e.g. (analogy): map: locate as recipe: cook (state assessment grade 7) (R-6-3.2)</li> </ul>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Word games</li> <li>• Word weaving</li> <li>• Word rap</li> <li>• Pictionary</li> <li>• Charades</li> <li>• Acrostics</li> <li>• Guess the covered word</li> <li>• Word ladders</li> <li>• Mnemonics</li> <li>• Pre-teach vocabulary</li> <li>• Word journals</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Bringing Words Back to Life</i> (Beck)</li> <li>• <i>Words, Words, Words</i> (Allen)</li> <li>• <i>Words Their Way</i></li> <li>• <i>Word Matters</i></li> <li>• <i>Word Journeys</i></li> <li>• <i>Teaching Phonics and Word Study in the Intermediate Grades</i></li> <li>• <i>Building Background Knowledge, Marzano</i></li> <li>• <i>Dictionary.com</i></li> </ul>	<p>Assessments/evidence see pages 1-2</p> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSweb (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degrees of Reading Power (DRP)</li> </ul>
<b>READING</b>		Students demonstrate initial understanding of elements of literary texts by...	Teacher may model and/or facilitate the following	Resources see pages 1-2	Students may be asked to demonstrate proficiency using

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1.4 Initial understanding of literary text (R-4)		<p>1.4.1 Identifying or describing:</p> <ul style="list-style-type: none"> <li>• character(s)</li> <li>• setting</li> <li>• problem/solution</li> <li>• or plot, as appropriate to text</li> <li>• or identifying any significant changes in character or setting over time</li> <li>• or identifying rising action, climax, or falling action (<b>state assessment grade 7</b>) (R-6-4.1) <b>(D)</b></li> </ul> <p>1.4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (<b>state assessment grade 7</b>) (R-6-4.2) using a variety of organizers, e.g.</p> <ul style="list-style-type: none"> <li>• <b>written</b> <ul style="list-style-type: none"> <li>• outlining</li> <li>• gist</li> <li>• one sentence summary</li> </ul> </li> <li>• <b>visual</b> <ul style="list-style-type: none"> <li>• <b>graphic organizers</b> (such as plot mountain, story map, character maps, FQR, 5-3-1, compare/contrast (Venn Diagrams) evaluation organizers relational organizers (fishbone))</li> <li>• <b>visual imagery</b> (visual vocabulary, comic strips)</li> </ul> </li> </ul> <p>1.4.3 Generating questions before, during, and after reading to enhance understanding and recall, <b>expand understanding and/or gain new information</b> e.g. Socratic method and Question</p>	<p><b>strategies</b></p> <ul style="list-style-type: none"> <li>• Story mapping</li> <li>• Story boards</li> <li>• Variety of verbal and visual paraphrasing and summarizing strategies, e.g. plot mountain, story map, character maps, FQR, 5-3-1, compare/contrast (Venn Diagrams) evaluation organizers relational organizers (fishbone)</li> <li>• Socratic questions and</li> <li>• Question the Author (QTA)</li> <li>• Question - Answer Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> <li>• <i>The Power of Retelling</i></li> </ul>	<p>any of the following assessments <b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>▪ reports</li> <li>▪ procedures</li> <li>▪ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMESWB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degrees of Reading Power (DRP)</li> </ul> <p><b>additional graphic organizers</b></p> <ul style="list-style-type: none"> <li>• plot mountain</li> <li>• story map, character maps</li> <li>• FQR</li> <li>• 5-3-1</li> <li>• compare/contrast (Venn Diagrams)</li> </ul>

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		<p>the Author (QtA) (R-8-4.3)</p> <p>1.4.4 Identifying the characteristics of a variety of types/genres of literary text, e.g.</p> <ul style="list-style-type: none"> <li>• poetry - "Oranges"</li> <li>• plays - "Phantom Tollbooth"</li> <li>• fairytales - <i>Cinderella</i></li> <li>• fantasy - <i>City of Embers</i></li> <li>• fables - "<i>The Ant and the Dove</i>"</li> <li>• realistic fiction - <i>The Wanderer</i></li> <li>• folktales - <i>The Jumping Frogs of Calavers County</i></li> <li>• historical fiction - <i>Land of Hope</i></li> <li>• mysteries - <i>And then There Were None</i></li> <li>• science fiction- <i>Martian Chronicles</i></li> <li>• myths - <i>Arachne</i></li> <li>• legends - <i>Paul Bunyan</i></li> <li>• short stories - <i>The Southpaw</i> (R-6-4.4)</li> </ul> <p style="text-align: center;">(b)</p> <p>1.4.5 Identifying literary devices as appropriate to genre:</p> <ul style="list-style-type: none"> <li>• rhyme</li> <li>• rhyme schemes (b)</li> <li>• alliteration</li> <li>• simile</li> <li>• dialogue</li> <li>• imagery</li> <li>• simple metaphors</li> <li>• metaphors (b)</li> <li>• flashback</li> <li>• onomatopoeia</li> <li>• repetition</li> <li>• personification</li> </ul>	<ul style="list-style-type: none"> <li>• Stance Questions</li> </ul>		<ul style="list-style-type: none"> <li>• evaluation organizers</li> <li>• relational organizers (fishbone)</li> </ul>

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		<ul style="list-style-type: none"> <li>idioms</li> <li>hyperbole (B) (R-6-4.5)</li> </ul>			
<p><b>READING</b></p> <p>1.5 Analysis of literary text (R-5)</p>		<p>Students analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>1.5.1 Explaining or supporting logical predictions (state assessment grade 7) (R-6-5.1) e.g.</p> <ul style="list-style-type: none"> <li>providing evidence from text to explain why something might happen</li> <li>in <i>The City of Ember</i>, students predict whether Lina and Doon will find a way out</li> </ul> <p>1.5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time (state assessment grade 7) (R-6-5.2) e.g.</p> <ul style="list-style-type: none"> <li>in <i>George Washington: Spymaster</i>, what are the main character traits of a spy?</li> </ul> <p>1.5.3 Making inferences about cause/effect (e.g., explaining how an event gives rise to the next) internal (D) or external conflicts, e.g.,</p> <ul style="list-style-type: none"> <li>person versus self (D) - In <i>The Wanderer</i>, what causes the conflict within Sophie?</li> <li>person versus person - in <i>Deathwatch</i>, explain the person vs. person conflict</li> <li>person versus nature/society/fate), e.g. In <i>Iceberg Hermit</i>, explain the person vs. nature</li> <li>relationship among elements within text - e.g. how the historical era influence the</li> </ul>	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> <li>Direct instruction</li> <li>Use of exemplar texts, and other texts</li> <li>Supporting/contextual materials</li> <li>Tag team journal</li> <li>Journaling to a prompt</li> <li>Guided reading</li> <li>Classroom discussion</li> <li>Socratic seminar</li> <li>Literature Circles™</li> <li>Think alouds</li> <li>Five methods of indirect</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li><i>Prentice Hall Copper</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMESWB (ORF)</li> <li>Gates MacGinitie</li> <li>Stanford</li> <li>Degrees of Reading Power</li> </ul> <p>performance/problem-based tasks, e.g.</p>

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		<p>characters' actions or thinking (state assessment grade 7) (R-6-5.3)</p> <p>1.5.4 Explaining how the narrator's point of view affects the reader's interpretation (R-6-5.4) e.g. what do you know about how the narrator feels because he tells the story</p> <p>1.5.5 Identifying how the author's message or theme is supported within the text (state assessment grade 7) (R-6-5.5), e.g. in E.B. White's Charlotte Webb the theme is "friendship is one of the most satisfying things in the world" (D)</p> <p>1.5.6 Analyzing and interpreting elements of literary texts and creates a literary product, e.g. plays, sequel/prequels, book reviews (R-6-6.6)</p>		<ul style="list-style-type: none"> <li>Point of View Fairytale, Steck-Vaughn</li> </ul>	<ul style="list-style-type: none"> <li>plays</li> <li>sequel/prequels</li> <li>book reviews</li> </ul>
<b>READING</b>		<p>Students analyze and interpret author's craft in a variety of literary text, citing evidence where appropriate by...</p> <p>1.6.1 Demonstrating knowledge of use of literary elements and devices e.g.</p> <ul style="list-style-type: none"> <li>imagery</li> <li>exaggeration</li> <li>simile</li> <li>metaphor</li> <li>suspense</li> <li>onomatopoeia</li> <li>repetition (D)</li> </ul>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>Direct instruction</li> <li>Exemplar text</li> <li>Other supporting/ contextual materials</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>Prentice Hall Copper</li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>Text mapping</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul>
1.6 Analysis of literary text (R-6)					

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		<ul style="list-style-type: none"> <li>• flashback (D)</li> <li>• foreshadowing</li> <li>• personification (D)</li> <li>• hyperbole (B)</li> <li>• symbolism (B)</li> <li>• or use of punctuation (B) to analyze literary works, e.g. text mapping, why did the author choose to use foreshadowing in this story? (R-6-6.1)</li> </ul>			<p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational               <ul style="list-style-type: none"> <li>▪ reports</li> <li>▪ procedures</li> <li>▪ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMESWB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degrees of reading Power (DRP)</li> </ul>
<p><b>READING</b></p> <p>1.7 Analysis of literary text/citing evidence (R-16)</p>		<p>Generates a personal response to what is read through a variety of means</p> <p>1.7.1 Comparing stories or other texts</p> <ul style="list-style-type: none"> <li>• to related personal experiences (T-S)</li> <li>• prior knowledge (T-S)</li> <li>• or to other texts(T-T) (R-6-16.1)</li> <li>• or to other books</li> </ul> <p>1.7.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (R-6-16-2)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Journaling</li> <li>• Reflective writing</li> <li>• Oral presentation</li> <li>• Story composition map</li> <li>• Socratic seminar</li> <li>• RARES</li> <li>• ACE</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> <li>• connection sheets</li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p>

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<p style="text-align: center;"><b>READING</b></p> <p>1.8 Initial Understanding of informational text (R-7)</p>		<p>Students demonstrate initial understanding of informational texts (expository and practical texts) by</p> <p>1.8.1 Obtaining information from text features, e.g.</p> <ul style="list-style-type: none"> <li>• table of contents</li> <li>• glossary</li> <li>• index</li> <li>• transition words /phrases</li> <li>• transitional devices (D)</li> <li>• bold or italicized text</li> <li>• headings, subheadings</li> <li>• graphic organizers, charts, graphs, or illustrations (state assessment grade 7) (R-6-7.1a)</li> </ul> <p>1.8.2 Obtaining information from text features (e.g.)</p> <ul style="list-style-type: none"> <li>• maps</li> <li>• diagrams</li> <li>• tables</li> <li>• captions</li> <li>• timelines</li> <li>• transitional devices (D) (R-6-7.1b)</li> </ul> <p>1.8.3 Using information from the text to answer questions related to</p> <ul style="list-style-type: none"> <li>• state the main/central ideas</li> <li>• provide supporting details (D) (R-6-7.2)</li> </ul> <p>1.8.4 Organizing key information to show understanding or relationships among facts, ideas, and events(B) e.g. representing</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Text feature scavenger hunt</li> <li>• Read Around the Text</li> <li>• Middle High Five</li> </ul> <p>• Text frames</p> <p>• Graphic organizers</p> <p>• QAR</p>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> <li>• <i>I Read It, But I Don't Get It</i></li> <li>• <i>Improving Comprehension Strategies with Think Aloud Strategies</i></li> <li>• <i>When Kids Can't Read: What Teachers Can do, 6-12</i></li> <li>• <i>Classroom Strategies That Work, Marzano</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>▪ reports</li> <li>▪ procedures</li> <li>▪ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSweb (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degrees of Reading Power (DRP)</li> </ul>



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<p>texts/citing evidence (R-8)</p>		<ul style="list-style-type: none"> <li>• <b>related ideas (D) (state assessment grade 7)</b> (R-6-8.1)</li> </ul> <p>1.9.2 Synthesizing and evaluating information within or across text(s) e.g.</p> <ul style="list-style-type: none"> <li>• constructing appropriate titles</li> <li>• or formulating assertions</li> <li>• or controlling ideas <b>(state assessment grade 7)</b> (R-6-8.2 ), e.g. In <i>George Washington Spymaster, espionage is necessary during wartime. Support this with evidence.</i></li> </ul> <p>1.9.3 Drawing inferences about text, including</p> <ul style="list-style-type: none"> <li>• author's purpose (e.g., to inform, explain, entertain, persuade) or message</li> <li>• or using supporting evidence <b>(D)</b> to form or</li> <li>• evaluate <b>(D)</b> opinions/judgments and assertions about the central ideas that are relevant, e.g. (of evaluating): Given a statement (opinion, judgment or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece. <b>(state assessment grade 7)</b> (R-6-8.3)</li> </ul> <p>1.9.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts <b>(state assessment grade 7)</b> (R-6-8.4)</p> <p>1.9.5 Making inferences about causes or effects</p>	<ul style="list-style-type: none"> <li>• 2-column note taking</li> <li>• Graphic organizers</li> <li>• Summarizing</li> <li>• Jigsaw activities</li> <li>• Text based discussion</li> <li>• Socratic seminar</li> <li>• ACES</li> <li>• RARES</li> <li>• QAR (Question Answer Relationships)</li> <li>• Coding text and marginal notes</li> <li>• Direct instruction</li> <li>• Graphic organizers</li> <li>• Jigsaw activities</li> <li>• Text based discussion, e.g.</li> <li>• Socratic seminar</li> </ul>		<p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>▪ reports</li> <li>▪ procedures</li> <li>▪ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMESWB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degree of Reading Power (DRP)</li> </ul>

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		<b>(state assessment grade 7)</b> (R-6-8.5)			
		1.9.6 Evaluating the clarity and accuracy of information <b>(b)</b> (R-6-8.6)			
<p><b>READING</b></p> <p>1.10 Strategies for Monitoring and Adjusting (GLE,R-12) and Reading Comprehension (R-12)</p>		<p>Students demonstrate the ability to monitor comprehension for different types of text and purposes by</p> <p>1.10.1 Using a range of <b>self-monitoring</b> and <b>self-correction</b> approaches, e.g.</p> <ul style="list-style-type: none"> <li>• predicting and confirming</li> <li>• rereading</li> <li>• adjusting rate</li> <li>• subvocalizing</li> <li>• consulting resources</li> <li>• questioning</li> <li>• skimming</li> <li>• scanning</li> <li>• using syntax/language structure</li> <li>• semantics/meaning</li> <li>• other context cues (R-6-12)</li> </ul>	<p>Teacher may model and/or facilitate use of the following strategies for 1.10</p> <ul style="list-style-type: none"> <li>• "fix-up strategies": using prior knowledge</li> <li>• sampling a page for readability</li> <li>• summarizing</li> <li>• predicting and making text based inferences</li> <li>• determining importance</li> <li>• generating literal, clarifying, and inferential questions</li> <li>• constructing sensory images (making pictures in one's mind)</li> <li>• making connections (text to self, text to text, and text to world)</li> <li>• taking notes</li> <li>• locating, using and analyzing text features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure,</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>▪ reports</li> <li>▪ procedures</li> <li>▪ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p>
<p><b>READING</b></p> <p>1.11 Strategies for Reading Comprehension (R-13)</p>		<p>Students</p> <p>1.11.1 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and information text by</p> <ul style="list-style-type: none"> <li>• using prior knowledge</li> <li>• sampling a page for readability</li> </ul>	<p>Teacher may model and/or facilitate use of the following strategies for 1.11</p> <ul style="list-style-type: none"> <li>• Self-selection of reading materials</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON</b></p>

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		<ul style="list-style-type: none"> <li>summarizing</li> <li>predicting and making text based inferences</li> <li>determining importance</li> <li>generating literal, clarifying, and inferential questions</li> <li>constructing sensory images (making pictures in one's mind)</li> <li>making connections (text to self, text to text, and text to world)</li> <li>taking notes</li> <li>locating, using and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book)</li> <li>using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/sequential, description, classification) (R-6-13)</li> </ul>	<ul style="list-style-type: none"> <li>Metacognition strategies for understanding text see addendum</li> <li>8 comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Lexile™ supported text</li> </ul>	<p><b>LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational                             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMESWB (ORF)</li> <li>Gates MacGinitie</li> <li>Stanford</li> <li>Degrees of Reading Power (DRP)</li> </ul>
<p><b><u>READING</u></b></p> <p>1.12 Breadth of Reading widely (R-14)</p>		<p>Students demonstrate the habit of reading widely by</p> <p>1.12.1 Reading with frequency including</p> <ul style="list-style-type: none"> <li>in school</li> <li>out of school</li> <li>and summer reading (R-6-14-1)</li> </ul> <p>1.12.1 Reading from a wide range of genres/kinds of text including primary and secondary sources, and a variety of authors (e.g. literary informational, and practical/functional texts) (R-6-14.2)</p>	<p>Teacher may model and/or facilitate use of the following strategies for 1.11</p> <ul style="list-style-type: none"> <li>Self-selection of reading materials</li> <li>Lexile™ supported text</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>Prentice Hall Copper</li> <li>Lexile™ supported text</li> <li>Summer reading materials and</li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p>Reading logs</p> <p>Summer reading test</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> </ul>

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		1.12.2 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (R-6-14.3)		expectations TBD by BMS ELA committee	<ul style="list-style-type: none"> <li>• FINAL EXAM</li> <li><b>GENRE ASSESSMENTS</b> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>▪ reports</li> <li>▪ procedures</li> <li>▪ persuasive</li> </ul> </li> </ul> </li> <li><b>PORTFOLIO</b> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> </ul> </li> <li><b>STANDARDIZED TESTS</b> <ul style="list-style-type: none"> <li>• AIMSweb (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degrees of Reading Power (DRP)</li> </ul> </li> </ul>
<b><u>READING</u></b>		<p>Students demonstrate participation in a literate community by</p> <p>1.13.1 Self selecting reading materials aligned with reading ability and personal interests (R-8-17.1)</p> <p>1.13.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (R-6-17.2)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Socratic Circles</li> <li>• Book Talks</li> <li>• Literature Circles</li> <li>• Accountable Talk</li> <li>• Teacher Moves</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> </ul>
1.13 <b>Breadth of Reading</b> extensively (R-17)					

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					<ul style="list-style-type: none"> <li>• Informational                             <ul style="list-style-type: none"> <li>▪ reports</li> <li>▪ procedures</li> <li>▪ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMESWEB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degrees of Reading Power (DRP)</li> </ul>
<p style="text-align: center;"><b><u>READING</u></b></p> <p>1.14 Breadth of reading: <b>Reading for Research</b> Across Content Areas (R-15)</p>		<p>Students research* by reading multiple sources of research (including print and non-print) to report information, solve a problem, make a decision, formulate a judgment, or to support a thesis (D) by</p> <p>1.14.1 Identifying and evaluating (B) potential sources of information (R-6-15.1) e.g.</p> <p>1.14.2 Evaluating information presented in terms of relevance (R-6-15.2) and in terms of relevance and completeness (B)</p> <p>1.14.3 Gathering organizing, and interpreting the information (R-6-15.3)</p> <p><u>1.14.4</u> Using evidence to support conclusions (R-6-15-4) (research materials at the student's instructional and independent reading levels, including print and non-print texts.)</p>	<p>Teacher may model and/or facilitate use of the following strategies for</p> <ul style="list-style-type: none"> <li>• Identification and selection of text appropriate to research topic/area of interest</li> <li>• library, electronic media and/or databases</li> <li>• Graphic organizer or source information sheets</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> <li>• Collaborate with librarian, social Studies and science teachers</li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>▪ reports</li> <li>▪ procedures</li> <li>▪ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> </ul>

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## English Language Arts Grade 6

Curriculum Writers – Alison Angers, Dawn August, Brian Fernandes, Mary Roberts, Monica Samolis, Susan Flaherty Walsh, and Christine Waring

STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GLE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
					<b>STANDARDIZED TESTS</b> <ul style="list-style-type: none"> <li>• AIMSweb (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degrees of Reading Power</li> </ul>
<p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b>GLE WRITTEN COMMUNICATION CLUSTERS</b></p> <ul style="list-style-type: none"> <li>• Habits of Writing</li> <li>• Structures of Language</li> <li>• Reading-Writing Connection</li> <li>• Expressive Writing (narratives, poetry, reflective)</li> <li>• Information Writing</li> </ul>		<p style="text-align: center;"><b><u>NECAP GRADE LEVEL EXPECTATIONS</u></b></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (<b>state assessment, grade...</b>).</p> <p><b>Each GLE includes three parts:</b></p> <ul style="list-style-type: none"> <li>• A statement in <b>bold</b>, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades.</li> <li>• The <b>unbolded</b> text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment</li> <li>• Differences between adjacent grades are <b>underlined</b>. Sometimes nothing is underlined within a GLE. In these</li> </ul>	<p style="text-align: center;"><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>The teacher</b> Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication tools</li> <li>• information tools</li> <li>• self-management tools</li> <li>• working with others</li> </ul> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> </ul>	<p><b>Textbook</b> <i>Prentice Hall Copper</i></p> <p><b>Consumables</b></p> <ul style="list-style-type: none"> <li>• <i>Read or Scope Magazine</i></li> </ul> <p><b>Core Books (protected)</b></p> <ul style="list-style-type: none"> <li>• <i>Something Upstairs</i></li> <li>• <i>George Washington: Spymaster</i></li> <li>• <i>City of Ember</i></li> <li>• <i>The Wanderer</i></li> </ul> <p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>• <i>6+1 Traits of Writing™</i></li> <li>• <i>Write Source 2000</i></li> <li>• <i>Empowering Writers</i></li> <li>• <i>Down Write Funny</i>, Randy Lawson</li> <li>• <i>Comprehensive Narrative Writing Guide</i></li> <li>• <i>Thinking Skills in the Content Analyzers)</i></li> <li>• <i>Mark Harvey, Goudais</i></li> <li>• <i>Mark, Non Fiction Matters</i>, Harvey</li> <li>• <i>Day Book of Reading and Writing</i></li> <li>• <i>Make It Real</i></li> <li>• <i>Empowering Writers</i></li> <li>• <i>Mariconda, Aury</i></li> </ul>	<p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>• reports</li> <li>• procedures</li> <li>• persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>SUGGESTED</b></p> <p>Anecdotal records</p> <p>Book response sheets</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Learning logs</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p>

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<p>(reports, procedures, persuasive)</p> <ul style="list-style-type: none"> <li>Writing Conventions</li> </ul>		<p>situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLE.</p> <ul style="list-style-type: none"> <li>Each <b>GLE is coded</b> for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 5), 6 (6<sup>th</sup> GLE stem), 2 (the second specific indicator for the 6<sup>th</sup> GLE stem).</li> </ul> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p><b>Outcomes and Benchmarks</b> are indicated for all <b>WRITING GLEs/standards</b> and are secured for this grade level unless indicated with a <b>B</b> for beginning or a <b>D</b> for developing.</p> <p>The <b>instructional strategies, resources, and assessments</b> to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p>	<ul style="list-style-type: none"> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p><b>Addresses multiple intelligences and brain dominance</b> (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes <b>exhibition of student work</b> with rubrics</p> <p>Collaborates with <b>specialists</b> to differentiate instruction for ALL students</p> <p><b>WRITING STRATEGIES</b></p> <p><b>Employs writing process</b></p> <ul style="list-style-type: none"> <li>prewriting</li> <li>drafting</li> <li>revising</li> <li>editing</li> <li>publishing</li> </ul> <p><b>Employs 6+1 Traits of Writing™</b></p> <ul style="list-style-type: none"> <li>organization</li> <li>idea</li> <li>voice</li> <li>sentence fluency</li> <li>convention</li> <li>word choice</li> <li>presentation</li> </ul> <p>Facilitates <b>Literature Circles</b> and Socratic Seminar</p> <p>Facilitates the development of <b>word walls</b></p> <p>Models a variety of <b>graphic organizing strategies</b> (e.g. sequence organizers, concept</p>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Merlyri's Pen</li> <li>Accelerated Reading</li> <li>Cobblestone magazine on line</li> <li>www.storyofmovies.org</li> <li>MierriamWebster.com</li> <li>Mosaic listserv</li> <li>Lexile.com</li> <li>Proquest.com</li> <li>Inspiration</li> <li>United streaming</li> <li>Computers, internet access, word processing</li> <li>Computers</li> <li>Books on tape</li> <li>CD Rom</li> <li>Lexile supported materials</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>word wall chart</li> <li>Clear expectations posters</li> <li>Teacher moves expectations</li> <li>Reading strategies poster</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Rilink</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Chamber Theater</li> <li>Encore Production</li> <li>IMAX</li> <li>PPAC</li> <li>Trinity Repertory</li> <li>Roger Williams Park</li> <li>Mystic Aquarium</li> <li>Plymouth Plantation</li> </ul>	<ul style="list-style-type: none"> <li>role playing, short plays (bodily kinesthetic)</li> <li>graphic organizing, sketch journals/ cartooning (visual)</li> <li>collaboration/ conferencing interpersonal</li> <li>songs, lyrics (musical)</li> </ul> <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>R. A. F. T. Role, Audience, Format, Topic</p> <p>Readers' Theater</p> <p>Reading log</p> <p>Rubrics</p> <ul style="list-style-type: none"> <li>Response to Literary or informational text</li> <li>Narrative</li> <li>Informational (report, procedural, persuasive)</li> </ul> <p>Tests and quizzes</p>

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		When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.	development, compare/contrast organizers, relational organizers, concept word maps, etc.		
<p><b><u>WRITING</u></b></p> <p>2.1. Habits of Writing: Writing Process, Writing Extensively (W-10, W-11)</p>		<p>Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products:</p> <ul style="list-style-type: none"> <li>• <b>prewriting:</b> <ul style="list-style-type: none"> <li>○ establish purpose and central/controlling idea or focus</li> <li>○ generate ideas</li> <li>○ organize ideas – consider other models of good writing, appropriate text structure (D)</li> </ul> </li> <li>• <b>drafting:</b> <ul style="list-style-type: none"> <li>○ produce a written draft for a specific audience</li> <li>○ develop topic, elaborate, explore sentence variety and language use.</li> </ul> </li> <li>• <b>revising content</b> (emphasis):           <ul style="list-style-type: none"> <li>○ reflect, add, delete, define content by self teacher and peer</li> <li>○ consider voice, tone, style, intended audience, coherence, transition, pacing</li> </ul> </li> </ul>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Models writing process</li> <li>• Graphic organizing</li> <li>• Conferencing: teacher/peer</li> </ul>	<p>Instructional strategies see pages 17-18</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational           <ul style="list-style-type: none"> <li>• reports</li> <li>• procedures</li> <li>• persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul>

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		<ul style="list-style-type: none"> <li>○ compare with rubric criteria and benchmark papers e.g. Yes Test</li> <li>● <b>editing conventions and mechanics:</b> <ul style="list-style-type: none"> <li>○ check for correctness with self, teacher, and peer</li> <li>○ read aloud with self, teacher, and peer</li> <li>○ compare with rubric criteria and benchmark papers</li> <li>○ use resources to support editing e.g. Yes Test</li> </ul> </li> <li>● <b>critiquing</b></li> <li>● <b>publishing</b> <ul style="list-style-type: none"> <li>○ share final draft with intended audience (W-10)</li> </ul> </li> </ul> <p>2.1.1 Know and apply the <i>6+1 Traits of Writing™</i> at the appropriate points in the writing process</p> <ul style="list-style-type: none"> <li>● organization</li> <li>● idea</li> <li>● voice</li> <li>● sentence fluency</li> <li>● convention</li> <li>● word choice</li> <li>● presentation</li> </ul> <p>2.1.2 Write with frequency including</p> <ul style="list-style-type: none"> <li>● in-school, out of school</li> <li>● during the summer (W-6-11.1)</li> </ul> <p>2.1.3 Share thoughts, observations, or impressions (W-6-11.1) e.g.</p> <ul style="list-style-type: none"> <li>● 5-3-1 chart (summarizing, sharing)</li> <li>● FQI chart (fact, question, inference),</li> </ul>		<ul style="list-style-type: none"> <li>● Read Magazine</li> </ul>	<p>“Yes Test”</p>

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		<ul style="list-style-type: none"> <li>• RARES, ACE, RAFT</li> <li>• 3 Rs (recall, relate, reflect)</li> <li>• KWL (what I know, want to know, learned)</li> <li>• think, pair, share</li> </ul> <p>2.1.4 Generate topics and write in a variety of genres</p> <ul style="list-style-type: none"> <li>• journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letters and personal notes, reading response journals, (W-6-11.3) <i>sketch journals/cartooning, songs, lyrics</i> <b>(D)</b> (W-8-11.3)</li> </ul> <p>2.1.5 Writes in a variety of genres (W-6-11.4)</p> <ul style="list-style-type: none"> <li>• response to literary or informational text</li> <li>• narrative (personal and fictional)</li> <li>• informational (reports, procedures, persuasive)</li> </ul>			<p>district rubrics criteria sheets genre rubrics</p>
<p><b><u>WRITING</u></b></p> <p>2.2. Structures of Language - Applying understanding of sentences, paragraphs, text structures (W-1)</p>		<p><b>Students demonstrates command of the structures of sentences, paragraphs, and text by</b></p> <p>2.2.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.2.2 Using varied sentence length and structure (sentence fluency) to enhance meaning (e.g., including phrases and clauses) (W-6-1.1)</p> <p>2.2.3 Using the paragraph form:</p>	<p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Exemplars</li> <li>• Peer editing</li> <li>• Teacher student conferencing</li> </ul>	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> <li>• <i>Write Source, grade 6, p. 511-22</i></li> <li>• <i>Write Source,</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM</li> <li>• FINAL EXAM</li> </ul>

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		<ul style="list-style-type: none"> <li>• indenting</li> <li>• main idea</li> <li>• supporting details (W-6-1.2)</li> </ul> <p>2.2.4 Recognizing a variety of organizational structures within paragraphs or within texts (D) (W-6-1.3) e.g. of text structures</p> <ul style="list-style-type: none"> <li>• description,</li> <li>• sequential</li> <li>• chronology</li> <li>• proposition/support</li> <li>• compare/contrast</li> <li>• problem/solution (D) (W-7-1.3)</li> <li>• cause/effect (B) (W-8-1.3)</li> <li>• investigation (B) (W-8-1.3)</li> <li>• <u>applying a format and text structure</u> appropriate to the purpose of the writing, such as e.g. When given a paragraph students write the next paragraph, using appropriate and consistent text structure(W-6-1.4)</li> </ul> <p>2.2.5 Applying directionality as appropriate to text (W-6-1.6) e.g. Double-column text</p>	<ul style="list-style-type: none"> <li>• Exemplars from student work</li> <li>• Exemplars from established text</li> </ul> <p style="text-align: center;"><i>Text Frames, Marzano</i></p>	<p><i>grade 6, p. 524-33</i></p> <ul style="list-style-type: none"> <li>• <i>Write Source, grade 6, p. 526-537</i></li> </ul>	<p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>• reports</li> <li>• procedures</li> <li>• persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul>
<b><u>WRITING</u></b>		<p><b>In response to literary or informational text, students show understanding of plot/ideas/concepts by...</b></p> <p>2.3.1 Use the writing process (prewriting, drafting, revising, editing, and publishing) and <i>6+1 Traits of Writing™</i>.</p>	<p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>• Prewriting, drafting</li> <li>• Modeling</li> <li>• Questioning</li> </ul>	<p><b>Resources see pages 17-18</b></p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> <li>• <i>Write Source, grade 6, p.283-286, p. 205-213</i></li> </ul>	<p><b>Students may be asked to demonstrate proficiency using any of the following assessments</b></p> <p><b>EXAMPLES OF PRACTICE ASSESSMENT # 2.3.2</b></p> <ul style="list-style-type: none"> <li>• After reading <i>Something Upstairs</i>, explain what the</li> </ul>

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Showing Understanding of Ideas in Text (W-2)		<p>2.3.2 Selecting appropriate information to set context/background (W-6-2.1) summarizing key ideas (W-6.2.2) (D)</p> <p>2.3.3 Connecting what has been read (plot/ideas/concepts) to:</p> <ul style="list-style-type: none"> <li>• prior knowledge</li> <li>• other texts</li> <li>• or the broader world of ideas (W-6-2.3) (D)</li> <li>• referring to and explaining (D) relevant ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Peer conferencing/review</li> <li>• Chalk talk</li> <li>• Journaling</li> <li>• Think- pair- share</li> <li>• Reflecting</li> </ul>		<p>author's purpose was for writing the story; use evidence from the story to support thinking</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>• reports</li> <li>• procedures</li> <li>• persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul>
<b>WRITING</b>  2.4 Writing in Response to Literary or Informational Text - Making		<p><b>In response to literary or informational text, students</b></p> <p>2.4.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.4.2 Make and support analytical judgments about text (W- 6-3)</p>	<p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Modeling</li> </ul>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p>

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Analytical Judgments about Text (W-3)		<ul style="list-style-type: none"> <li>• stating and maintaining a focus (purpose), a firm judgment or point of view when responding to a given question (W-6-3.1) (e.g. identifying theme and then making links between content/events and theme)</li> <li>• organizing ideas, using transition words/phrases and writing a conclusion that provides closure (W-6-3.4)</li> <li>• drawing a conclusion by synthesizing information (e.g. demonstrates a connection to the broader world of ideas) <b>(D)</b></li> <li>• synthesizing information to make a generalization that demonstrates a deep understanding of the text and a connection to common themes/broader world of ideas and the relationship among them (W-6-3.4) <b>(D)</b> <ul style="list-style-type: none"> <li>• e.g. using FQI in <i>Orphan Train</i>, the big idea could be "sacrifices needed to be made to ensure the greater good"</li> </ul> </li> <li>• making inferences about the relationship(s) among content <b>(D)</b>, events, characters, setting, theme, or author's craft (D) and the relationship among them (W-6-3.2) e.g.               <ul style="list-style-type: none"> <li>○ making links between characterization and author's choice of words</li> <li>○ <a href="#">making links to characteristics</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Peer conferencing/review</li> <li>• Chalk talk</li> <li>• Journaling</li> <li>• Think-pair- share, and reflecting</li> <li>• ACES</li> <li>• 5-3-1</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Write Source</a>, grade 6, p. 35, 168, 294, 297, p 37-39, p. 526-529</li> </ul>	<ul style="list-style-type: none"> <li>• MID-TERM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational               <ul style="list-style-type: none"> <li>• reports</li> <li>• procedures</li> <li>• persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul>

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		<p style="text-align: center;">of literary forms or genres and making links to author's choice of words, style, bias, literary techniques or point of view <b>(B)</b></p> <ul style="list-style-type: none"> <li>▪ using specific details and references to text or relevant citations to support focus or judgment (W-6-3.3)</li> </ul>			
<p><b><u>WRITING</u></b></p> <p>2.5 <b>Expressive Writing: Narrative – Creating a Story Line (W-4)</b></p>		<p>In written narratives, students organize and relate a storyline/plot/series of events by</p> <p>2.5.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.5.2 Recognizes elements of narrative genre (character, problem/solution or personal experience)</p> <ul style="list-style-type: none"> <li>• Creating a clear and coherent (logically consistent) story line (beginning, middle, end) (W-6-4.1 that develops an appropriate short story structure using             <ul style="list-style-type: none"> <li>○ exposition (character, setting, situation)</li> <li>○ rising action</li> <li>○ climax</li> <li>○ falling action</li> <li>○ resolution</li> </ul> </li> <li>• Establishing context, problem/conflict/challenge and resolution and maintaining a point of view (1<sup>st</sup> person, 3<sup>rd</sup> person or omniscient)             <ul style="list-style-type: none"> <li>○ character motivation <b>(D)</b></li> </ul> </li> </ul>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Exemplar texts and graphic organizers</li> <li>• Original or adapted narrative development:             <ul style="list-style-type: none"> <li>• prewriting</li> <li>• story mapping</li> <li>• character development</li> <li>• drafting, peer review</li> <li>• editing</li> <li>• revising</li> <li>• publishing</li> </ul> </li> </ul>	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> <li>• <i>Empowering Writers, (narrative) p.9-46</i></li> <li>• <i>2.5.3 Write Source, grade 6 p. 351-352, p.97-134</i></li> <li>• <i>Write Source,</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>EXAMPLES OF A PRACTICE ASSESSMENT # 2.5.3</b>  <i>Learning a new skill, sport, musical activity can be exciting, but it can also be challenging. Write a story about a time when you overcame the challenge of some new activity or skill you were pursuing,</i>  <b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM</li> <li>• FINAL EXAM</li> </ul>

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		<ul style="list-style-type: none"> <li>Using transitional words/phrases to establish clear chronology and enhance meaning (W-6-4.3)</li> <li>Using a variety of effective transitional devices to establish clear chronology and enhance meaning (W-6-4.3) <b>(D)</b>,                             <ul style="list-style-type: none"> <li>ellipses</li> <li>time transitions</li> <li>white space, words/phrases</li> </ul> </li> <li>Establishing and maintaining a theme (W-6-4.5) <b>(D)</b></li> <li>Providing a sense of closure (W-6-4.6) <b>(D)</b></li> </ul>		<p><i>grade 6 344-345</i></p> <ul style="list-style-type: none"> <li><i>Empowering Writers, (narrative) p.47-78, p.305-338</i></li> <li><i>Write Source, grade 6, p. 242-243, p. 572-3</i></li> </ul>	<p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational                             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul>
<p><b><u>WRITING</u></b></p> <p>2.6 Expressive Writing : Narrative – Applying Narrative Strategies (W-5)</p>		<p>In written narrative students demonstrate use of narrative strategies by</p> <p>2.6.1 Using relevant and descriptive details and sensory language to advance the plot/story line (W-6-5.1) <b>and create images (D)</b> EXAMPLE: I could hear bells ringing. It sent shivers down my spine.</p> <p>2.6.2 Using dialogue to advance plot/story line (W-6-5.2 )</p> <p>2.6.3 Developing characters through description, dialogue and actions e.g. When creating a narrative, incorporate conversation between to</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>Exemplar texts and graphic organizers</li> <li>Original or adapted narrative development:                             <ul style="list-style-type: none"> <li>prewriting</li> <li>story mapping</li> <li>character development</li> <li>drafting, peer review</li> </ul> </li> </ul>	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> <li><i>Prentice Hall Copper</i></li> <li><i>Write Source, grade 6, p.12-121</i></li> <li><i>Empowering Writers (narrative), p. 79-214</i></li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal</li> </ul>

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		<p>reveal a character trait like jealousy (W-6-5.3)</p> <p>2.6.4 Developing character through relationships with other characters when appropriate (B)</p> <p><u>2.6.6.2.6.5</u> Using voice appropriate to purpose (W-6-5.4) maintaining a focus (W-6-5.5)</p> <p><u>2.6.7.2.6.6</u> Selecting and elaborating important ideas; and excluding extraneous details (W-6-5.6)</p> <p><u>2.6.8.2.6.7</u> Controlling the pace of the story (B) e.g. (developing the narrative with greatest emphasis on the most important parts)</p>	<ul style="list-style-type: none"> <li>• editing</li> <li>• revising</li> <li>• publishing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Write Source</i>, grade 6 p. 556-560, p.532</li> <li>• <i>Write Source</i>, grade 6, p.119-120</li> </ul>	<p>and fictional)</p> <ul style="list-style-type: none"> <li>• Informational                             <ul style="list-style-type: none"> <li>• reports</li> <li>• procedures</li> <li>• persuasive</li> </ul> </li> </ul> <p>PORTFOLIO</p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul>
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<b>WRITING</b>					
2.7 Expressive Writing: Poetry		<p><b>In writing poetry, students demonstrate awareness of purpose by:</b></p> <p>2.7.1 Writing poems that express the speaker's moods, thoughts, or feelings (W-7-12.2) (B)</p> <p>2.7.2 Choosing conventional or alternative text structures to achieve impact (W-7-12.3) (B) EXAMPLES (text structures): free verse, haiku, concrete poems</p>			
<b>WRITING</b> Expressive Writing: Reflective Essay		Begins in eighth grade			
<b>WRITING</b>		In informational writing, students organize ideas/concepts by	Teacher may model and/or facilitate the following	Resources see pages 17-18	Students may be asked to demonstrate proficiency using

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<p><del>2.7</del> <b>2.8</b> <b>Informational Writing</b> (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-6)</p>		<p>2.8.1 Use the writing process (prewriting, rafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.8.2 Use an organizational text structure appropriate to focus/controlling idea (W-6-6.1), e.g.</p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Sequential</li> <li>• chronology</li> <li>• proposition/support,</li> <li>• compare/contrast</li> <li>• <b>problem/solution (D)</b></li> </ul> <p>2.8.3 Select appropriate information to set context, which may include a lead/hook (W-6-6.2) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p> <p>2.8.4 Using transition words or phrases appropriate to organizational text structure W-6-6.3</p> <p>2.8.5 Writing a conclusion that provides closure W-6-6.4</p> <p><del>2.7.7</del> 2.8.6 Listing and citing sources (MLA format) W-6-6.5</p>	<p>strategies</p> <ul style="list-style-type: none"> <li>• Graphic organizers for thesis development, e.g. Venn diagrams, compare/contrast, KWL</li> <li>• <i>6+1 Traits of Writing™</i> Idea Development and Organization as well as other organizational and elaboration strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> <li>• <i>Write Source</i>, grade 6, p.534-537, p.550-551, p.548-549</li> <li>• <i>Empowering Writers</i> (informational), p.7-12</li> <li>• <i>Write Source</i>, grade 6, p.552-553, <i>Empowering Writers</i> (informational), p.301-342</li> <li>• <i>Empowering Writers</i> (informational), p. 260-265</li> <li>• <i>Write Source</i>, grade 6, p.572-573</li> <li>• <i>Empowering Writers</i></li> </ul>	<p>any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>• reports</li> <li>• procedures</li> <li>• persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>EXAMPLES OF PRACTICE ASSESSMENTS</b></p> <p><i>Many people love the variety of the four seasons. Think about your favorite season, write a report that gives information about the changes in nature during this season, the outdoor activities you participate in that are unique to this season and explain what some people</i></p>

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				<p>(informational), p. 343-382</p> <ul style="list-style-type: none"> <li>• Write Source, grade 6, p.174-175</li> <li>• Empowering Writers Persuasive binder, Write Source, grade 6, p.172-176</li> <li>• Write Source, grade 6, p.172-176</li> </ul>	<p><i>find annoying about this season.</i></p> <p><i>After visiting Mystic Aquarium, choose 3 exhibits or animals to analyze and compare and report on.</i></p> <p><i>Most people have a favorite place to shop. It might be a clothing store, a gift shop, a store that sells video games, or a grocery store; the possibilities are endless. Think about your favorite store and write a persuasive piece that convinces your readers to shop there as well.</i></p> <p><i>Everyone has a hobby or sport he or she enjoys. Write about your favorite hobby or sport. Describe this activity to your audience, explain how to become involved in this activity, what supplies or equipment will they need, and where or how a person how might learn to participate in this activity?</i></p> <p>Yes Test for Thesis statement</p>
<b>WRITING</b>		In informational writing, students effectively convey purpose by...			
<del>2.9</del> 2.9		2.9.1 Establishing a topic (W-6-7.1)			

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<b>Informational Writing</b> (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-7)		2.9.2 Stating and maintaining a focus/controlling idea on a topic (W-6-7.2)  2.9.3 Writing with a sense of audience, when appropriate (D) (W-7-7.3)  2.9.4 Establishing and authoritative voice(W-7-7.4) (B)			
<b>WRITING</b>  <del>2.10</del> 2.10 <b>Informational Writing</b> (Reports, Procedures, or Persuasive Writing) - Using <b>Elaboration Strategies</b> (W-8)		<p>In informational writing students demonstrate use of a range of elaboration strategies by</p> 2.10.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (W-6-8.1)  2.10.2 Including sufficient details of information: <ul style="list-style-type: none"> <li>• naming</li> <li>• describing</li> <li>• explaining</li> <li>• comparing</li> <li>• use of visual images (B) (W-7-8-2)</li> </ul> 2.10.3 Addressing readers' concerns <ul style="list-style-type: none"> <li>• including counter arguments in persuasive writing</li> <li>• addressing potential problems - in procedures</li> <li>• providing context - in reports) (D) (W-7-8.3)</li> </ul>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Journaling</li> <li>• Self-to-text</li> <li>• Exemplar texts and a range of student work</li> <li>• Journaling</li> <li>• Self-to-text</li> <li>• Exemplar texts and a range of student work</li> <li>• Document-based questions</li> <li>• mini lesson (e.g. warm-ups)</li> </ul>	Resources see pages 17-18	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>EXAMPLES OF PRACTICE ASSESSMENTS</b></p> 2.8.1 In the <i>Dust Bowl</i> in the US one out every four farmers went bankrupt, Woody Guthrie wrote ballads, farming techniques changed <b>REQUIRED</b> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal)</li> </ul>

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		<ul style="list-style-type: none"> <li>commenting on the significance of the information, when appropriate (D) (W7-8-5)</li> </ul>	<ul style="list-style-type: none"> <li>Exemplars from existing student work</li> <li>Identification of patterns of error</li> </ul>		<p>and fictional)</p> <ul style="list-style-type: none"> <li>Informational                             <ul style="list-style-type: none"> <li>reports</li> <li>procedure</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul>
<p><b>WRITING</b></p> <p>2.11 Applying rules of <b>Grammar and Usage</b>, (W-9)</p>		<p>In independent writing, students demonstrate command of appropriate English conventions by...</p> <p><del>2.8.1</del>2.11.1 Applying rules of standard English usage to correct grammatical errors e.g.(W-6-9.1)</p> <ul style="list-style-type: none"> <li>nouns</li> <li>pronouns (P1-5) (B)</li> <li>adjectives (A1-4) (B)</li> <li>adverbs (A1-4) (B)</li> <li>prepositions</li> <li>complete/run-on sentences (S4) (B)</li> <li>subject/verb agreement (S1,2,3,5,6) (B) (W-7-9-1)</li> <li>double negatives (DN1) (B)</li> <li>pronoun-antecedent (B)</li> <li>consistency of verb tense (D)</li> <li>case of pronouns (W-8-9.1) (B)</li> <li>subject-verb agreement (B)</li> <li>consistency of verb tense irregular forms of verbs and nouns (W-7-9-1) (D)</li> <li>clear pronoun referent (D)</li> <li>irregular forms of verbs and nouns (D)</li> <li>irregular plurals,</li> </ul>	<p>Teacher may model and/or facilitate the following strategies</p>	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> <li><i>Prentice Hall Copper</i></li> <li><i>Write Source</i>, grade 6, p.508-509</li> </ul>	<p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational                             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> </ul>

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GLE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>• sentences fragments and run-ons</li> </ul> <p><del>2.8.2</del>2.11.2 Applying basic <u>capitalization rules</u> (W-6-9-2)</p> <ul style="list-style-type: none"> <li>• direct quotation in a sentence (B)</li> <li>• proper nouns vs. family relations (B)</li> <li>• proper nouns (historical events/periods of time, compass directions - region, languages, nationalities) (B)</li> </ul> <p>2.11.3 Using punctuation to clarify meaning</p> <ul style="list-style-type: none"> <li>• commas</li> <li>• apostrophes</li> <li>• quotation marks</li> <li>• colons (D)</li> <li>• semicolons (D)</li> <li>• hyphens, dashes, parenthesis(B)</li> <li>• end marks (periods, question marks, and exclamation points) (B)</li> <li>• quotation marks (Q2-4) (B)</li> <li>• apostrophes - contractions vs., possessives (B)</li> <li>• commas (C2,4,6,7) appositives, interrupting words, conjunctions, word phrases (B)</li> <li>• question mark end of indirect question (B)</li> <li>• colon, semi colon (B)</li> <li>• hyphens, dashes, parentheses (W-6-9.4) (D)</li> </ul> <p><del>2.8.3</del>2.8.1 Correctly spelling grade-appropriate, high frequency words and applying conventional spelling patterns/rules including , e.g.</p> <ul style="list-style-type: none"> <li>• homonyms</li> <li>• homophones</li> <li>• consonant doubling</li> </ul>	<ul style="list-style-type: none"> <li>• Development of high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Write Source</i>, grade 6, p.618-629</li> <li>• <i>Write Source</i>, grade 6, p.579-617</li> <li>• <i>Write Source</i>, grade 6, p.567, 564-566</li> </ul>	<ul style="list-style-type: none"> <li>• artifacts</li> </ul>

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GLE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>• consonant patterns</li> <li>• units of meaning                             <ul style="list-style-type: none"> <li>○ common roots</li> <li>○ common base words</li> <li>○ common pre/suffixes (W-6-9.5)</li> <li>○ including foreign derivation (B)</li> </ul> </li> </ul>			
<p style="text-align: center;"><b>ORAL COMMUNICATION</b></p> <p><b>GLE CLUSTERS</b></p> <ul style="list-style-type: none"> <li>• Interactive Listening</li> <li>• Making Presentations</li> </ul>		<p>There are no GLE for speaking and listening for grade 4. <i>New Standards</i> were used for outcomes and benchmarks.</p> <p>The <b>instructional strategies, resources, and assessments</b> to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>The teacher</b> Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of <b>Applied Learning Standards (SCANS)</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication tools</li> <li>• information tools</li> <li>• self-management tools</li> <li>• working with others</li> </ul> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence'</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p>Applies principles of <b>Disciplinary Literacy</b></p> <p>Differentiates instruction by varying the <b>content, process, and product</b> and</p>	<p><b>Textbook</b> <i>Prentice Hall Copper</i></p> <p><b>Consumables</b></p> <ul style="list-style-type: none"> <li>• <i>Read or Scope Magazine</i></li> <li>• <i>Rewards Corrective Reading</i></li> </ul> <p><b>Core Books</b></p> <ul style="list-style-type: none"> <li>• <i>Something Upstairs</i></li> <li>• <i>George Washington: Spymaster</i></li> <li>• <i>City of Embers</i></li> <li>• <i>The Wanderer</i></li> </ul> <p><b>Supplementary books</b></p> <ul style="list-style-type: none"> <li>• <i>Reader's Handbook</i></li> <li>• <i>Infusing Critical Thinking Skills in the Content Area (graphic organizers)</i></li> <li>• <i>Strategies that Work</i> Harvey, Goudais</li> <li>• <i>Strategies that Work, Non Fiction Matters.</i> Harvey</li> <li>• <i>Classroom Instruction That</i></li> </ul>	<p><b>Anecdotal records</b></p> <p><b>Interviews</b></p> <p><b>Multiple Intelligences assessments</b> e.g.</p> <ul style="list-style-type: none"> <li>• role playing, short plays (bodily kinesthetic)</li> <li>• graphic organizing, sketch journals/ cartooning (visual)</li> <li>• collaboration/ conferencing (interpersonal)</li> <li>• songs, lyrics (musical)</li> </ul> <p><b>Oral presentations</b></p> <p><b>Rubrics</b></p> <ul style="list-style-type: none"> <li>• Accountable Talk</li> <li>• Oral presentation</li> </ul>

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			<p>implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p>Analyzes pre-assessment to direct instruction</p> <p>Models a variety of <b>graphic organizing strategies</b> (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p> <p>Provides <b>exemplars</b> and rubrics</p> <p><b>Addresses multiple intelligences and brain dominance</b> (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes <b>exhibition of student work</b> with rubrics</p> <p>Collaborates with <b>specialists</b> to differentiate instruction for ALL students</p> <p>Facilitates <b>Literature Circles™</b> and <b>Socratic Seminar</b></p> <p>Models a variety of <b>graphic organizing strategies</b> e.g. KWL, paragraph charts, organizers for:</p> <ul style="list-style-type: none"> <li>• sequence/chronology,</li> <li>• proposition/support</li> <li>• compare/contrast,</li> <li>• problem/solution,</li> <li>• cause/effect</li> <li>• investigation, et.</li> </ul> <p>Facilitates <b>Literature Circles</b> and Socratic Seminar</p>	<p><i>Works</i>, Marzano <i>Guiding Readers and Writers</i>, gr. 3-8, Fountas and Pinnell</p> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Merlyn's Pen</li> <li>• Accelerated Reading</li> <li>• Cobblestone magazine on line</li> <li>• <a href="http://www.storyofmovies.org">www.storyofmovies.org</a></li> <li>• MerriamWebster.com</li> <li>• Computers, internet access, word processing</li> <li>• Computers</li> <li>• Books on tape</li> <li>• CD Rom</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• word wall chart</li> <li>• clear expectations posters</li> <li>• teacher moves expectations</li> <li>• reading strategies poster</li> </ul> <p><u>School library resources</u></p> <p><u>Community</u></p>	

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			Facilitates the development of <b>word walls</b>  Models a variety of <b>graphic organizing strategies</b> (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.		
<b>ORAL COMMUNICATION</b>  3.1 <b>Interactive Listening</b>		<b>In oral communication, students demonstrate interactive listening skills by</b>  3.1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (OC-6-1.1)  3.1.2 Summarizing and paraphrasing, questioning, or contributing to information presented (OC-6-1.2), e.g. think-pair, share activities  3.1.3 Participating in large and small group discussions showing respect for a range of individual ideas (OC-6-1.4), e.g. literature circles, one to one conferencing and/or Socratic seminars)  3.1.4 Reaching consensus to solve a problem, make a decision, or achieve a goal (OC-6-1.5) e.g. collaborative activities and projects	<b>Teacher may model and/or facilitate the following strategies</b> <ul style="list-style-type: none"> <li>• Small and a large group discussion</li> <li>• Cooperative learning</li> <li>• Think- pair- share</li> <li>• Socratic seminar, Junior Great Books</li> <li>• QtA</li> <li>• Conferencing</li> <li>• Fish-bowl</li> </ul>	<b>Resources see pages 33-34</b>  <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> </ul>	<b>Students may be asked to demonstrate proficiency using any of the following assessments</b>
<b>ORAL COMMUNICATION</b>  3.2 <b>Making Presentations for Public Review and</b>		<b>In oral communication, students make oral presentations by</b>  3.2.1 Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (eg., discussions, interviews)	<b>Teacher may model and/or facilitate the following strategies</b> <ul style="list-style-type: none"> <li>• Small and a large group discussion</li> <li>• Cooperative learning</li> </ul>	<b>Resources see pages 33-34</b>  <ul style="list-style-type: none"> <li>• <i>Prentice Hall Copper</i></li> </ul>	<b>Students may be asked to demonstrate proficiency using any of the following assessments</b> small and large group instruction

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Feedback		<p>3.2.2 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (OC-6-2.1), e.g. current event or book report</p> <p>3.2.3 Using verbal and nonverbal choices to convey consistent focus (OC-6-2.2)</p> <p>3.2.4 Including smooth transitions, supporting topic with well chosen details, and providing a coherent conclusion (OC-6-2.3). (b) Examples of support and elaboration by using</p> <ul style="list-style-type: none"> <li>• illustrations</li> <li>• Visuals</li> <li>• detailed descriptions</li> <li>• restatements</li> <li>• paraphrases</li> <li>• examples</li> <li>• comparisons</li> </ul> <p>3.2.5 Effectively responding to audience questions and feedback,</p> <p>3.2.6 Using a variety of strategies of address to communicate effectively e.g.</p> <ul style="list-style-type: none"> <li>• eye contact</li> <li>• speaking rate</li> <li>• volume</li> <li>• articulation</li> <li>• inflection</li> <li>• intonation</li> <li>• rhythm</li> <li>• gesture (OC-6-2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Think- pair- share</li> <li>• Socratic seminar, Junior Great Books</li> <li>• QtA</li> <li>• Conferencing</li> <li>• Fish-bowl</li> </ul>		<p>book report</p> <p>current event</p>

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