

**Quinton Township School District
English Language Arts Literacy-Language
Grade 6**

Pacing Chart/Curriculum MAP

Key: * = Amistad Commission + = LGBTQ+ ^ = Holocaust **Technology Careers Interdisciplinary Studies**

Marking Period:	1	Unit Title:	Grammar: Parts of Speech Review	Pacing:	45 Days
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Unit Summary: Students will review the Eight Parts of Speech: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections. We will accomplish review through morning warm ups which will integrate with instruction in the Writer's Workshop portion of class.

- Week 1: Nouns
- Week 2: Pronouns
- Week 3: Verbs
- Week 4: Adjectives
- Week 5: Adverbs
- Week 6: Conjunctions
- Week 7: Prepositions
- Week 8: Review & Summative Assessment

Objectives:
SWBAT define and identify the parts of speech.

Essential Questions:

- Why should we learn the parts of speech?
- Why is it important to know what the parts of a sentence are?
- As a writer, and as a reader, why is verb tense important?
- Why are modifiers important?
- How can we use specific vocabulary words in our daily conversation?
- How does the understanding of vocab words increase our comprehension?

Common Core State Standards/Learning Targets:

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., myself, ourselves).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - B. Spell correctly.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Nouns	Pearson Reality Central: Real World Writing Journal (189-215)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 190-2] 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google

		<ul style="list-style-type: none"> ● IXL Exercises: 6th Grade B.1 - 8 	<ul style="list-style-type: none"> ● Applications ● 1:1 Device ● IXL
Week 2: Pronouns	Pearson Reality Central: Real World Writing Journal (189-215)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 193-7] ● IXL Exercises: 6th Grade C.1 - 15 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week 3: Verbs	Pearson Reality Central: Real World Writing Journal (189-215)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 198-207] ● IXL Exercises: 6th Grade D.1 - 15 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week 4: Adjectives	Pearson Reality Central: Real World Writing Journal (189-215)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 208-10] ● IXL Exercises: 6th Grade E.1, 2, 7, 8 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week 5: Adverbs	Pearson Reality Central: Real World Writing Journal (189-215)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 211-2] ● IXL Exercises: 6th Grade 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL

		E.3, 4, 9, 10, 11 * E. 5, 6	
Week 6: Conjunctions	Pearson Reality Central: Real World Writing Journal (189-215)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 214-5] ● IXL Exercises: 6th Grade G.1 - 5 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week 7: Prepositions	Pearson Reality Central: Real World Writing Journal (189-215)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 213] ● IXL Exercises: 6th Grade F.1 - 4 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week 8: Review & Summative Assessment	Pearson Reality Central: Real World Writing Journal (189-215)	<ul style="list-style-type: none"> ● Grammar Ninja Review Game ● Parts of Speech Quiz 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

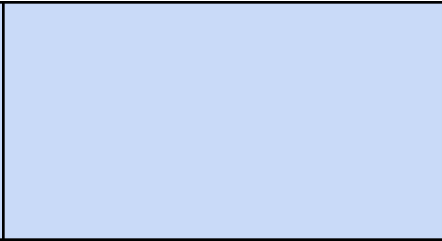
<p>Suggested activities to assess student progress: Monitor student participation during warm ups and check for accurate completion of grammar worksheets. Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.</p>	<p>Final Assessment/Benchmark/Project: For a quiz grade, students will define the eight parts of speech and identify each part of speech in sentences.</p> <p>Suggested skills to be assessed: L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students’ native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of

<ul style="list-style-type: none"> • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. 	<p>native language</p> <ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>appropriate and specialized resources.</p> <ul style="list-style-type: none"> • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Challenge students to master IXL skills (earn 100 points). • Allow students to assist peers or teach a lesson on a grammar concept to the class
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- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.



**Quinton Township School District
English Language Arts Literacy-Language
Grade 6**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Sentence Types & Parts of a Sentence	Pacing:	45 Days
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Unit Summary:

In this unit, students will learn about the parts that make a complete sentence. Students will begin by identifying the different kinds of sentences: declarative, interrogative, exclamatory, and imperative. They will then dissect sentences to find subjects and predicates, direct and indirect objects, and clauses. Once students understand how to identify the different parts of a sentence, they will learn to discover errors in run-on sentences and sentence fragments.

Toward the end of the unit, students will review and practice everything they have learned each week, creating their own sentences based on a model. During the last week of the unit, students will participate in the Ultimate Sentence Type Challenge. Students will challenge themselves to take everything that they have learned and apply it to their own writing in a fun and engaging way. This challenge will also serve as the summative assessment for the unit.

We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

Objectives:

SWBAT identify declarative, interrogative, exclamatory, and imperative sentences.

SWBAT identify subjects, predicates, direct objects, indirect objects, and clauses within sentences.

SWBAT identify and correct errors in run-on sentences and sentence fragments.

SWBAT create their own sentences, varying sentence structure to enhance the style and tone of their writing.

Essential Questions:

Why is it important to know what the parts of a sentence are?

How can the knowledge of different sentence types and the parts of a sentence make us better writers?

Why should we vary sentence structure in our writing?

Common Core State Standards/Learning Targets:CCSS.ELA-LITERACY.L.6.1

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

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

Use intensive pronouns (e.g., *myself*, *ourselves*).

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

CCSS.ELA-LITERACY.L.6.1.D

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

CCSS.ELA-LITERACY.L.6.1.E

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

CCSS.ELA-LITERACY.L.6.2

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

CCSS.ELA-LITERACY.L.6.2.A

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

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.6.3

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

CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week One: Complete Sentences and Sentence Types	Pearson Reality Central: Real World Writing Journal (216-218)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 216] ● IXL Exercises: 6th Grade A.1 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week Two: Subjects and Predicates	Pearson Reality Central: Real World Writing Journal (216-218)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 216] ● IXL Exercises: 6th Grade A.2 - A.4 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week Three: Direct and Indirect Objects	Pearson Reality Central: Real World Writing Journal (216-218)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 216] ● IXL Exercises: 6th Grade A.5 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week Four: Clauses	Pearson Reality Central: Real World Writing Journal (216-218)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 216] ● IXL Exercises: 6th Grade 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL

		A.9	
Week Five-Six: Run-ons and Fragments	Pearson Reality Central: Real World Writing Journal (216-218)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 217-218] ● IXL Exercises: 6th Grade A.6 - A.8 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week Seven: Practice Identifying Parts of a Sentence and Creating Our Own Sentences (based on a model)	Pearson Reality Central: Real World Writing Journal (216-218)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 216-218] ● IXL Exercises: 6th Grade A.11 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week Eight: The Ultimate Sentence-Type Writing Challenge	Pearson Reality Central: Real World Writing Journal (216-218)	<ul style="list-style-type: none"> ● Grammar Worksheets [p 216-218] ● IXL Exercises: 6th Grade ● Paper ● Spinners with sentence types 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

the high expectations of standards.

Suggested activities to assess student progress:

Monitor student participation during warm ups and check for accurate completion of grammar worksheets. Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.

Final Assessment/Benchmark/Project:

The Ultimate Sentence Type Challenge

During the last week of the unit, students will participate in the Ultimate Sentence Type Challenge. During the 10-minute warm-up period each day, students will write a continuous short short using various sentence types. We will randomly select three sentence types (a combination of declarative, imperative, exclamatory, interrogative AND simple, compound, complex). Students must create three sentences that use these different types and label them in their writing.

Suggested skills to be assessed:

.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

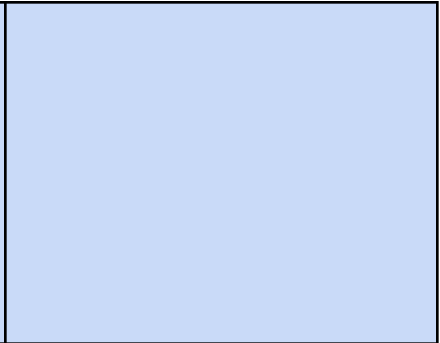
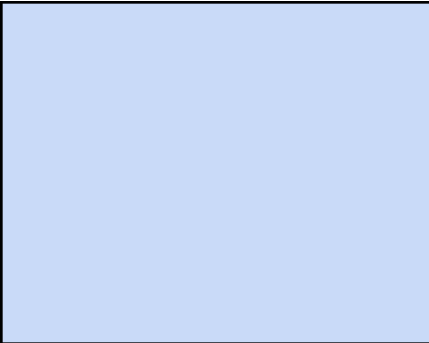
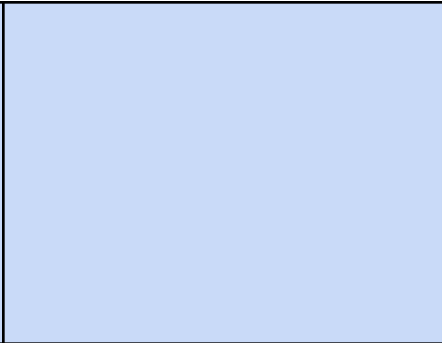
L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.

<ul style="list-style-type: none"> • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. 	<p>language</p> <ul style="list-style-type: none"> • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>and spring</p> <ul style="list-style-type: none"> • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Challenge students to master IXL skills (earn 100 points). • Allow students to assist peers or teach a lesson on a grammar concept to the class.
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- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine



**Quinton Township School District
English Language Arts Literacy-Language
Grade 6**

Pacing Chart/Curriculum MAP

Marking Period:	2-3	Unit Title:	Capitalization, Punctuation, Formatting, and Spelling	Pacing:	45 Days
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Unit Summary:

In this unit, students will review grammar rules and reinforce proper punctuation and capitalization. Students will learn why certain rules are in place and what can happen when those rules are broken. Toward the end of the unit, students will formally review commonly misspelled words (which will be addressed prior to this point throughout the year) that programs like spellcheck will overlook. As a summative assessment, students will achieve at least an 80 on specified IXL skills by the end of the unit. We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

*After successful completion of this unit, we will continue to review the grammar concepts covered throughout the year during daily grammar warm-ups called "M.U.G. shots" (Mechanics, Usage, and Grammar). Mistakes made in students writing will be addressed through one-on-one conferences and small group instruction if needed.

Objectives:

SWBAT identify and correct mistakes in capitalization, punctuation, and spelling.
SWBAT include appositives in their writing by using commas or dashes.

Essential Questions:

Why is correct spelling important?

How can incorrect spelling affect your reader?

Why is proper punctuation important?

How can punctuation completely change the intended meaning of a sentence?

Common Core State Standards/Learning Targets:

CCSS.ELA-LITERACY.L.6.2

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

CCSS.ELA-LITERACY.L.6.2.A

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

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week One: Commas	Pearson Reality Central: Real World Writing Journal (220-222) IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.1,2,3,4	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL
Week Two: When to Use Commas and Dashes; Restrictive versus Nonrestrictive Elements	Pearson Reality Central: Real World Writing Journal (220-222) IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.7, 8	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL
Week Three: Capitalization	Pearson Reality Central: Real World	M.U.G. Shots	<ul style="list-style-type: none"> • Smart Board

	Writing Journal (219) IXL & Grammar Bytes	IXL: I Skills I.9,10,11	<ul style="list-style-type: none"> • Applications • Google Applications • IXL
Week Four: Formatting Quotations and Dialogue, a Review from Writer's Workshop	Writer's Workshop Units of Study IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.14	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL
Week Five: Punctuation Review	Pearson Reality Central: Real World Writing Journal (220) IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.5, 12	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL
Week Six: Frequently Confused Words	Pearson Reality Central: Real World Writing Journal (224-226) IXL & Grammar Bytes	M.U.G. Shots IXL: O.1	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL
Week Seven: Frequently Confused Words Continued	Pearson Reality Central: Real World Writing Journal (224-226) IXL & Grammar Bytes	M.U.G. Shots IXL: O.2	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL
Week Eight: Correcting Common Errors	Pearson Reality Central: Real World Writing Journal (223) IXL & Grammar Bytes	M.U.G. Shots IXL: O.3	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL

Week Nine: Correcting Common Errors	Pearson Reality Central: Real World Writing Journal (223) IXL & Grammar Bytes	M.U.G. Shots IXL: O.4	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL
Week Ten: Review of Common Errors and Corrections	Pearson Reality Central: Real World Writing Journal (223) IXL & Grammar Bytes	M.U.G. Shots IXL: All O Skills	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • IXL

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Monitor student participation during warm ups and check for accurate completion of grammar worksheets. Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Over the course of the unit, students will achieve, at least, a score of 80 on the following IXL skills: I.5, I.9, I.14, O.1, O.2</p> <p><u>Optional GT Project:</u> At the end of the unit, students can create posters illustrating the ways that they remember the correct spelling of frequently confused words. They can present these to the class and hang them up.</p> <p>Suggested skills to be assessed: L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • At the end of the unit, students can create posters illustrating the ways that they remember the correct spelling of frequently confused words. They can present these to the class and hang them up. • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people,

<ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none">• Allow students to assist peers or teach a lesson on a grammar concept to the class
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**Quinton Township School District
English Language Arts Literacy-Language
Grade 6**

Pacing Chart/Curriculum MAP

Marking Period:	2-3	Unit Title:	Greek & Latin Roots & Stems	Pacing:	45 Days
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Unit Summary:

In this unit, students will study groups of Greek and Latin roots and stems in order to expand and deepen their vocabulary. Each week, students will receive a packet with ten new vocabulary words, themed around Greek Mythology. Students can work at their own pace to study these stems and roots throughout the course of two weeks. At the end of every other week, students will take a quiz on the words. Students who earn an 80% or higher receive a certificate and move on to the next group of words. Students who do not will simply revisit those roots and retake the assessment. Each student works at their own pace. The goal is for each student to earn the title of Olympian, which would result in the acquisition of the knowledge of 100 roots.

Objectives:

SWBAT learn ten roots each week in order to gain an in depth understanding of how to find the meaning of unknown words.
SWBAT determine the meaning of unknown words through context clues and their knowledge of greek and latin roots.
SWBAT use print and digital dictionaries to determine the meaning of unknown words.

Essential Questions:

How can we use Greek and Latin roots in our daily lives?
What are some strategies we can use when we come across words we do not recognize?
How can we respond to situations that we struggle with?

Common Core State Standards/Learning Targets:

CCSS.ELA-LITERACY.L.6.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCSS.ELA-LITERACY.L.6.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-LITERACY.L.6.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Interdisciplinary Connections/Including 21st Century Themes and Skills: Social Studies - Greek Mythology

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Weeks One & Two: Nike a- anti- bi- bio- cent- -less post- pre- sub- un-</p> <ul style="list-style-type: none">● Define each root/stem● Discover multiple words that use each root● Use words in sentences● Create a visual aid to remember the meaning of the root word	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none">● Greek & Latin Roots Packets for each student● Progress chart for the class Optional: <ul style="list-style-type: none">● Different Colored beads for each week● Certificates for each week	<ul style="list-style-type: none">● Smart Board Applications● Google Applications● 1:1 Device● IXL

<p>Weeks Three & Four: Poseidon bene- dis- -er -est -ly mis- -ness -or re- spec</p> <ul style="list-style-type: none"> ● Define each root/stem ● Discover multiple words that use each root ● Use words in sentences ● Create a visual aid to remember the meaning of the root word 	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none"> ● Greek & Latin Roots Packets for each student ● Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> ● Different Colored beads for each week ● Certificates for each week 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
<p>Weeks Five & Six: Athena -able aqua aud(i) -ful -ible in- -ist multi- ped uni-</p> <ul style="list-style-type: none"> ● Define each root/stem ● Discover multiple words that use each root ● Use words in sentences ● Create a visual aid to remember the meaning of the root word 	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none"> ● Greek & Latin Roots Packets for each student ● Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> ● Different Colored beads for each week ● Certificates for each week 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
<p>Weeks Seven & Eight: Nemesis arch- auto equi geo ject -ology mon(o) struc(t) trans- voc</p> <ul style="list-style-type: none"> ● Define each root/stem ● Discover multiple words that use each root ● Use words in sentences 	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none"> ● Greek & Latin Roots Packets for each student ● Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> ● Different Colored 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL

<ul style="list-style-type: none"> ● Create a visual aid to remember the meaning of the root word 		<ul style="list-style-type: none"> ● beads for each week ● Certificates for each week 	
<p>Weeks Nine & Ten: Helios co-/com- con de- extra- inter- non- phon(o) sphere tele vis</p> <ul style="list-style-type: none"> ● Define each root/stem ● Discover multiple words that use each root ● Use words in sentences ● Create a visual aid to remember the meaning of the root word 	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none"> ● Greek & Latin Roots Packets for each student ● Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> ● Different Colored beads for each week ● Certificates for each week 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
<p>Weeks Eleven & Twelve: Iris bibli(o) contra graph -ive fract micro macro psych therm -tion</p> <ul style="list-style-type: none"> ● Define each root/stem ● Discover multiple words that use each root ● Use words in sentences ● Create a visual aid to remember the meaning of the root word 	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none"> ● Greek & Latin Roots Packets for each student ● Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> ● Different Colored beads for each week ● Certificates for each week 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
<p>Weeks Thirteen & Fourteen: Apollo duct fess mech meter -ous out-</p>	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista</p>	<ul style="list-style-type: none"> ● Greek & Latin Roots Packets for 	<ul style="list-style-type: none"> ● Smart Board Applications

<p>photo port semi tri-</p> <ul style="list-style-type: none"> ● Define each root/stem ● Discover multiple words that use each root ● Use words in sentences ● Create a visual aid to remember the meaning of the root word 	<p>Miller</p>	<p>each student</p> <ul style="list-style-type: none"> ● Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> ● Different Colored beads for each week ● Certificates for each week 	<ul style="list-style-type: none"> ● Google Applications ● 1:1 Device ● IXL
<p>Weeks Fifteen & Sixteen: Hercules chron(o) cred dia- dict ex- hyper- hypo- hydr(o) pop proto-</p> <ul style="list-style-type: none"> ● Define each root/stem ● Discover multiple words that use each root ● Use words in sentences ● Create a visual aid to remember the meaning of the root word 	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none"> ● Greek & Latin Roots Packets for each student ● Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> ● Different Colored beads for each week ● Certificates for each week 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
<p>Weeks Seventeen & Eighteen: Zeus carn grat later morph myth- omni- -phobia -quin(t) -terr -vor</p> <ul style="list-style-type: none"> ● Define each root/stem ● Discover multiple words that use each root ● Use words in sentences ● Create a visual aid to 	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none"> ● Greek & Latin Roots Packets for each student ● Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> ● Different Colored beads for each week 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL

remember the meaning of the root word		<ul style="list-style-type: none"> • Certificates for each week 	
<p>Weeks Nineteen & Twenty: Olympian!</p> <p>anthro- astr(o) dur fig grad meta- mot para- rid vac</p> <ul style="list-style-type: none"> • Define each root/stem • Discover multiple words that use each root • Use words in sentences • Create a visual aid to remember the meaning of the root word 	<p><i>Reading Olympians: Prefixes, Suffixes, & Roots</i> by Julie Kiss and Krista Miller</p>	<ul style="list-style-type: none"> • Greek & Latin Roots Packets for each student • Progress chart for the class <p>Optional:</p> <ul style="list-style-type: none"> • Different Colored beads for each week • Certificates for each week 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device • IXL

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Review student graphic organizers throughout the week. Incorporate identification of roots and stems into other areas of class; prompt students to think back to the roots that they know regularly.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Students create a poster making connections between their choice of five Greek and Latin roots or stems. The words these roots/stems appear in can be linked through a field of study, common theme, or general everyday use. Students should use these words in a paragraph written about their subject, underline the root/stems, include the definitions for the roots/stems, and include pictures. Students will use these posters to teach others about Greek and Latin roots/stems.</p>

Suggested skills to be assessed:

L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none">• RTI• Modify and accommodate as listed in student's IEP or 504 plan• Utilize effective amount of wait time• Hold high expectations• Communicate directions clearly and concisely and repeat, reword, modify as necessary.• Utilize open-ended questioning techniques• Utilize scaffolding to support instruction.• Chunk tasks into smaller components• Provide step by step instructions• Model and use visuals as often as possible• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.• Teach Tiers 1,2, and 3 words to assist students'	<ul style="list-style-type: none">• RTI• Speech/Language Therapy• Rosetta Stone• Hold high expectations• Provide English/Spanish Dictionary for use• Place with Spanish speaking teacher/paraprofessional as available• Learn/Utilize/Display some words in the students' native language• Invite student to after school tutoring sessions• Basic Skills Instruction• Utilize formative assessments to drive instruction• Translate printed communications for parents in native language• Hold conferences with translator present• Utilize additional NJDOE resources/recommendations• Review Special Education listing for additional recommendations	<ul style="list-style-type: none">• RTI Tiered Interventions following RTI framework• Support instruction with RTI intervention resources• Provide after school tutoring services• Basic Skills Instruction• Hold high expectations• Fountas and Pinnell Phonics• Hold parent conferences fall and spring• Make modifications to instructional plans based on I and RS Plan.• Develop a record system to encourage good behavior and completion of work.• Establish a consistent and daily routine.	<ul style="list-style-type: none">• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.• Encourage exposure to, selection and use of appropriate and specialized resources.• Promote self-initiated and self-directed learning and growth.• Provide for the development of self-understanding of one's relationships with people,

<p>understanding of instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Establish a consistent and daily routine 		<p>societal institutions, nature and culture.</p>
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**Quinton Township School District
English Language Arts Literacy-Language
Grade 6**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Vocabulary	Pacing:	45 Days
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Unit Summary:

In this unit, students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. In addition, students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will build on their prior knowledge from 6th grade through IXL activities. At the end of the unit, students should have earned at least an 80 on each IXL skill; this will count as the summative assessment for the unit.

Objectives:

SWBAT interpret figures of speech (e.g. personification) in context.

SWBAT use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

SWBAT distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

SWBAT acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions:

- Why is improving your vocabulary important?
- How do figures of speech enhance writing?

Common Core State Standards/Learning Targets:

CCSS.ELA-LITERACY.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.6.5.A

Interpret figures of speech (e.g., personification) in context.

CCSS.ELA-LITERACY.L.6.5.B

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

CCSS.ELA-LITERACY.L.6.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY	
Interdisciplinary Connections	Including 21st Century Themes and Skills
	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy
	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Figures of speech	IXL - T Skills	<ul style="list-style-type: none"> ● IXL ● 7th Grade T.1,2,3,4,5,6,7,8,9,10,11 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Using word relationships to determine meaning	IXL - M Skills	<ul style="list-style-type: none"> ● IXL ● 7th Grade M.1,2,3,4,5,6,7,8,9,10,11 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Denotative and Connotative Meaning	IXL - N Skills	<ul style="list-style-type: none"> ● IXL ● 7th Grade N.1,2,3,4,5 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Students will earn a score of 80 on each IXL skill in the unit. Students will aim to consistently improve upon ABRA Vocabulary scoring through use of Quizlet and Quizlet Live.</p>

activities and assignments. Incorporate identification of figures or speech and determining word meaning and encouraging vocabulary development throughout readers' and writers' workshops.

Suggested skills to be assessed:

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people,

<p>understanding of instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Establish a consistent and daily routine 		<p>societal institutions, nature and culture.</p>
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