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Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading
Unit: Poetry--Reading	Duration: 4 weeks
Show-Me Standards Content: CA 2, 3	
Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 2A, 2B, 2C	
Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to comprehend, analyze, and evaluate poetry from a variety of cultures and times.	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Read grade level instructional text with fluency, accuracy and appropriate expression 2. Develop vocabulary through text. 3. Apply pre-reading strategies to aid comprehension: predict. 4. During reading utilize strategies to visualize. 5. Apply post-reading skills to comprehend and interpret text: reflect, analyze, paraphrase 6. Locate and recognize the text features of poetry. 7. Identify and explain figurative language in Poetry. 8. Use details from text to identify point of view and mood.
Activities and Assessments:	
<p>Various types of poems will be read and discussed including: lyric, narrative, haiku, cinquain, limerick, ballad, ode, free verse, and sonnet.</p>	
Pre-reading:	
<ol style="list-style-type: none"> 1. Make a Venn Diagram to compare and contrast the text features and poetry and prose. 2. Locate and identify definitions of vocabulary words. 3. Make predictions by looking at the titles and key vocabulary words. 	
During reading:	
<ol style="list-style-type: none"> 1. Review the types of figurative language by locating and identifying examples in each poem. (alliteration, onomatopoeia, personification, simile, metaphor) 2. Read poetry with feeling and expression. 	
Post-reading:	
<ol style="list-style-type: none"> 1. Students will keep a Poetry Response Journal containing an entry for each poem studied. (see attached list of questions) 2. Select a favorite poem and write a paragraph to paraphrase the poem. 3. Draw a picture to illustrate a poem. Explain your choices. 	
<p>Assessments: Unit Test (attached), Poetry Journals, diagrams, drawings, daily work.</p>	

Resources:

Paul Revere's Ride by Henry Wadsworth Longfellow

Old Ironsides by Oliver Wendall Holmes

O'Captain, My Captain by Walt Whitman

The Road Not Taken & Stopping By Woods On A Snowy Evening by Robert Frost

Casey At the Bat by Ernest Thayer

The Duel by Eugene Field

Jabberwocky by Lewis Carroll

Somebody's Darling by Marie LaCoste from Confederate War Poems by Walter Burgwyn Jones

Recycled by Dr. Verne Rockcastle

Ozark Story Poems by Diane Taylor Denarski.

Relevant Links:

<http://www.veeceet.com>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading
Unit: Short Story	Duration: 1 week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.4, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 2A, 2C	
Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction.	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Read grade level instructional text. 2. Develop vocabulary through text. 3. Apply pre-reading strategies to aid comprehension: access prior knowledge, preview, and predict. 4. Apply during reading strategies: predict and check. 5. Apply post-reading strategies to comprehend and interpret text: reflect, analyze, draw conclusions, and summarize. 6. Locate and recognize text features of fiction. 7. Use details to: analyze setting, characters, plot, resolution, and point of view.
Activities and Assessments: Students will read a short story and complete the following: A. Pre-reading: <ol style="list-style-type: none"> 1. Access prior knowledge, introduce author, and preview story with the class. 2. Look up and discuss vocabulary definitions. B. During Reading: <ol style="list-style-type: none"> 1. Read orally as a class, stopping to make predictions. 2. Read a second time silently. C. Post-reading: <ol style="list-style-type: none"> 1. Use a graphic organizer to summarize the plot line: exposition, rising action, climax, falling action, and resolution. 2. Complete questions to assess comprehension. 3. Discuss and identify the story elements: point of view, audience, setting, and text features of short stories. Summarize the information discussed in a paragraph. 4. Complete a character map of one of the main characters in the story. Assessments: Assessments will include graphic organizers, questions, and paragraphs.	
Resources: <u>The Ransom of Red Chief</u> by O’Henry	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading
Unit: Greek Mythology	Duration: 2 weeks
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 1.9, 3.5	
Grade Level Expectations: Reading: 1E, 1F, 1H, 1I	
Benchmarks: Develop and apply skills and strategies to the reading process.	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Develop vocabulary through text. 2. Apply pre-reading strategies to aid comprehension, access prior knowledge, and preview. 3. Apply post-reading skills to comprehend, and interpret text: reflect, question, analyze, draw conclusions, and summarize. 4. Compare, contrast and analyze connections between text ideas and own experiences.
Activities and Assessments:	
<p>Students will read various stories from Greek Mythology and <u>Zeus on the Loose</u> by Terry Deary.</p>	
<p>Pre-Reading:</p>	
<ol style="list-style-type: none"> 1. Make a “family tree” of the major gods and goddesses showing their relationships to each other. 2. Find and identify the definitions of vocabulary words. 	
<p>During Reading:</p>	
<p>Students will read stories orally in class.</p>	
<p>Post-Reading:</p>	
<ol style="list-style-type: none"> 1. Assess comprehension with questions. 2. Write a reflection paper discussing the lesson/moral taught in each story. 3. Write a new ending to the Trojan Horse story. 4. Choose a problem typical of middle school students. Write a story describing how one or more of the Greek gods/goddesses could resolve the problem. 5. Write and illustrate a booklet depicting the ten trials of Hercules. 	
<p>Assessments:</p>	
<p>Assessments will include rubrics, questions, and unit test</p>	

Resources:

Zeus on the Loose by Terry Deary

Favorite Greek Myths by Mary Pope Osborne

Greek Myth Mini-books by Danielle Blood

Relevant Links:

www.eduplace.com

<http://emints.more.net>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading
Unit: <u>Shadow of a Bull</u> - Novel	Duration: 3 weeks
Show-Me Standards Content: CA 2, 3, 5, 6	
Show-Me Standards Process: 1.5, 1.6, 1.10, 2.1, 2.3, 2.4, 3.1, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2B, 2C, 2A	
Listening and Speaking: 1A, 1B, 2A	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the Reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times.</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p> <p>Develop and apply effective listening skills and strategies.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Apply decoding strategies during reading. 2. Read grade-level instructional text with fluency, accuracy and expression. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension: access prior knowledge, preview, predict, and set purpose. 5. Apply during reading strategies: visualize and predict/check. 6. Apply post-reading skills to comprehend and interpret text. 7. Compare, contrast, and analyze connections between text ideas and own experiences, text to another text, and text ideas and the world. 8. Locate, interpret, and apply information in titles and glossaries. 9. Identify and explain figurative language. 10. Use details from the text to analyze characters, cause and effect, and problem solving processes of character. 11. Listen for information using active listening behaviors. 12. In presentations, speak clearly, stay on topic, use appropriate volume.
Activities and Assessments:	
<p>A. Pre-reading:</p> <ol style="list-style-type: none"> 1. Use cover to make predictions about the story. 2. Access prior knowledge with a carousel activity and map of Spain. 3. Preview the story with a discussion of the author, synopsis of the story, and music from Spain. <p>B. During Reading:</p> <ol style="list-style-type: none"> 1. Read chapters in different ways: partner, silently, or out loud with the whole class. Practice Reading with expression and fluency. 2. Use fix it skills to determine words in context. 3. Draw a picture of a bull fighting ring as visualized during reading. 	

C. After Reading:

1. Locate examples of different types of figurative language: simile, metaphor, and onomatopoeia.
2. Make a time line of events that influenced Manolo's decision. Analyze his decision-making process using a graphic organizer.
3. Write a summary of events for each chapter.
4. Design a personal plan for conquering fears (text-to-self).
5. Discuss Spanish words related to bull fighting by looking them up in the glossary and story.
6. Construct a character map of Manolo. Support ideas with details from the text.

D. End of Unit Assessment:

1. Unit essay/constructive response test.
2. Prepare a book response on the novel. Present it orally to the class.

Assessments:

Assessments will include end of unit test, book response (rubric), graphic organizers, charts, worksheets, paragraphs, and observations.

Resources:

Shadow of a Bull by Maia Wojciechowska

Phelps County R-3 School	Board Approved date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Sixth Grade
Unit: Folktales	Duration: 3 weeks
Show-Me Standards Content: CA 1, 2, 3, 5, 6 Show-Me Standards Process: 1.1, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 3.5	
Grade Level Expectations: Reading: 1E, 1F, 1G, 1H, 1I, 2C Listening and Speaking 1A Writing 1A	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate a variety of literature from a variety of cultures and times.</p> <p>Apply a writing process in composing text.</p> <p>Develop and apply effective listening skills and strategies.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Listen for enjoyment and information. 2. Develop vocabulary through text using context clues and dictionaries. 3. Apply pre-reading strategies to aid comprehension: access prior knowledge, preview, predict, and set a purpose and rate for reading. 4. Utilize during reading strategies: infer, visualize, self-question and correct, predict and check. 5. Apply post-reading skills to comprehend and interpret text: question, reflect, analyze, draw conclusions, summarize. 6. Compare, contrast, and analyze connections, text-to-text, text-to-self, text-to-world, and character to character. 7. Analyze setting, characters, point of view, and mood/tone. 8. Follow a writing process to write effectively in various forms and types of writing.

Activities and Assessments:

Students will read various folktales from around the world. Some will be read out loud to the class. Vocabulary words will be looked up in the dictionary and will be studied for each story.

Mufaro's Beautiful Daughters (Africa)

1. Make a graphic organizer to compare/contrast the two main characters of the story.
2. Prepare an entry in the Reading Response Journal (see attached).
3. Compare and contrast this book with Cinderella (text-to-text) and prepare a Venn Diagram.
4. Write a modern version of a Cinderella story.

The Junior Thunder Lord (China)

1. Make and record predictions before reading. After reading, verify accuracy of predictions and record in the journal.
2. Prepare an entry in the Reading Response Journal.

Tiger Woman (China)

1. As a group, use a "Carousel Activity" to access prior knowledge.
2. Answer questions in paragraph form to assess comprehension.
3. Story will be read to determine theme.
4. Prepare an entry in the Reading Response Journal.

Half Chicken (Mexico)

1. Students will write a summary of the story.
2. Prepare an entry in the Reading Response Journal.

Davy Crockett (American)

1. Students will complete a KWL chart.
2. During reading, the students will complete a "Fix-Up Strategies" t-chart in order to practice identifying unknown words and strategies for learning their meanings.
3. Prepare an entry in the Reading Response Journal.

The Rice Bowl Wishes (China)

1. Prepare an entry in the Reading Response Journal.
2. After reading the story, students will work with a partner to find text connections and will share them with the class for discussion.

Assessments: Unit test to cover all stories, written paragraphs, charts, graphic organizers, Reading Response Journals, rubrics.

Resources: Books and Stories: Mufaro's Beautiful Daughters by John Steptoe; The Junior Thunder Lord by Laurence Yep; Tiger Woman by Laurence Yep; "Half-Chicken" (author unknown); American Tall Tales by Mary Pope Osborne; Cow Tail Switch; The Rice Bowl Wishes.

Relevant Links: <http://artsedge.kennedy-center.org>
<http://its.leesummit.k12.mo.us/reading.html>

Videos: Paul Bunyan (398.2 PAU)
Pecos Bill (398.2 PEC)

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Writing- Sixth Grade
Unit: Folk Tales Book-Writing	Duration: 2 to 3 weeks
Show-Me Standards Content: CA 1, 4, 6 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2, 2.3, 4.6	
Grade Level Expectations: Listening/Speaking 2A; Writing 1A, 2B, 2C, 2D, 2E,	
<p>Benchmarks:</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p> <p>Apply a writing process in composing text.</p> <p>Compose well-developed text using standard English conventions.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Use the steps in the writing process (prewriting, first draft, revise, edit, and publish) to compose a story. 2. Use prewriting strategies to develop a story. 3. Use dialogue with proper punctuation. 4. Use proper conventions of English: capitalization, punctuation, spelling, sentence structure, and precise and vivid language.
<p>Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Students will use a graphic organizer to gather prewriting ideas for writing a folk tale. 2. Make a story board to illustrate and write a plot line for the story. 3. Write a first draft of the story, revise, peer evaluate, and edit. 4. Publish the final copy of the folktale into a book and illustrate. Text will be typed on a word processor. 5. Students will present finished stories in an oral presentation to the class. <p>Before Writing:</p> <ol style="list-style-type: none"> 1. Practice using correct punctuation in quotations and dialogue with examples of dialogue that need punctuation. 2. Discuss the parts and characteristics of various types of folktales. <p>Assessments:</p> <p>Assessments will include worksheets, graphic organizers, and scoring guides.</p>	
<p>Resources:</p> <p><i>Relevant Links:</i></p> <p>http://artsedge.kennedy-center.org</p> <p>http://its.leesummit.k12.mo.us/reading.html</p>	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Sixth Grade
Unit: Mysteries	Duration: two weeks
Show-Me Standards Content: CA 1, 2, 3, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.8, 1.10, 2.1, 2.2, 2.4, 3.1, 3.4, 3.7	
Grade Level Expectations: Reading 1H, 2A, 2C, Listening and Speaking 1A, 1B Writing 1A	
Benchmarks: Develop and apply skills and strategies to comprehend, analyze, and evaluate a variety of literature. Apply a writing process in composing text. Develop and apply effective listening skills and strategies.	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Apply post-reading skills to comprehend and interpret text. 2. Locate and recognize text features of fiction. 3. Use details from text to analyze plot and resolution, and explain cause and effect. 4. Follow a writing process to organize information in a graphic organizer and write various forms and types of writing.
<p style="text-align: center;">Activities and Assessments:</p> <p>Read a variety of short mysteries and complete the following activities:</p> <p><i>Sequence of Events:</i></p> <ol style="list-style-type: none"> 1. Write a newspaper article describing the events surrounding a theft. Be sure to include the five Ws (when, where, why, who, what). 2. Make a storyboard to show sequence of events. <p><i>Making inferences:</i></p> <p>After reading a story, write a paragraph to predict what the characters' lives would be like in the future based upon inferences you made from the story.</p> <p><i>Cause and Effect:</i></p> <ol style="list-style-type: none"> 1. Pretend you sent invitations to a party. None of the invitations arrived due to a problem with the postage. Write a new invitation and include a letter explaining the causes and effects of the earlier mix-up. 2. After reading a story, make a graphic organizer to show examples of cause and effect from the story. <p><i>Analyzing Plot:</i></p> <ol style="list-style-type: none"> 1. Make a plot line identifying events for each part: exposition, rising action, climax, falling action, and conclusion. 2. Complete constructed response questions for all stories to assess comprehension. 3. Review the elements of a mystery by solving a case on the www.fffbi.com web site. Write a summary of the activity. 4. Students will listen to mysteries (such as Edgar Allen Poe) read out loud by the teacher. 	

Resources:

Reading Skills Mysteries by Dan Greenberg

Complete Works of Edgar Allen Poe by Edgar Allen Poe

Relevant Links:

www.fffbi.com/ (interactive mystery pages to solve)

Green Forest R-2 School	Board Approved Date: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Sixth Grade
Unit: Women in History (nonfiction)	Duration: 3 weeks
Show-Me Standards Content: CA 1, 2, 3, 4	
Show-Me Standards Process: 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.6, 4.4	
Grade Level Expectations: Reading 3C, 1E, 1H, 1F Writing 1A, 3C	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate non-fiction from a variety of cultures and times.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Use details from text to: summarize author's ideas, make inferences, explain cause and effect relationships, and compare and contrast details. 2. Develop vocabulary through text using dictionary and context clues. 3. Apply pre-reading strategies to aid comprehension and access prior knowledge. 4. Apply post-reading skills to comprehend and interpret text: summarize, infer, predict, and paraphrase. 5. Follow a writing process to write effectively in various forms and types of writing. 6. Write expository paragraphs to show cause and effect.

Activities and Assessments:

Read several text passages about famous women in U.S.

history. Vocabulary words will be discussed and definitions written for each passage.

A. Susan B. Anthony

1. Complete a graphic organizer to summarize the main idea of the text passage and the supporting details.
2. Pre-Reading: Use a KWL chart to assess prior knowledge of the Women's Rights Movement, and make predictions.
3. Post-Reading: Complete questions to assess comprehension.

B. Elizabeth Blackwell

1. Use a cause and effect graphic organizer to evaluate the effectiveness of problem solving actions taken by Miss Blackwell.
2. Complete questions to assess comprehension.

C. Shirley Chisholm

1. Make a Venn Diagram to compare and contrast the lives and accomplishments of Shirley Chisholm and Susan B. Anthony. Write your information and conclusions in an essay.
2. Complete questions to assess comprehension.

D. Sandra Day O'Connor

1. Complete questions to assess comprehension.
2. After brain storming ideas and making inferences and predictions with a partner, the class will debate the importance of replacing Sandra Day O'Connor with another woman or liberal on the Supreme Court.

E. Coretta Scott King

1. Complete questions to assess comprehension.
2. Paraphrase the article.

F. Harriet Tubman

1. Complete questions to assess comprehension.
2. Based upon the knowledge gained, make inferences and predict how you think she would feel about the status of Blacks today. Write an essay.

G. Lucy Stone

1. Complete questions to assess comprehension.
2. Write a letter that Lucy Stone might write to girls your age giving advice for life.

H. Harriet Beecher Stowe

1. Complete questions to assess comprehension.
2. Compare and contrast the life events of H.B. Stowe and her book Uncle Tom's Cabin.

Assessments:

Assessments will include questions, rubrics for writing assignments, Unit Test (matching and constructed response questions), graphic organizers.

Resources:

Women in History by Jerry Aten

Relevant Links:

Green Forest R-2 School	Board Approved Date: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: English/Writing - Sixth Grade
Unit: Women in History - Writing	Duration: 1 week
Show-Me Standards Content: CA 1, 2, 3, 4 Show-Me Standards Process: 1.2, 1.4, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 4.4	
Grade Level Expectations: Writing 1A,2B,2E, 3B,3C Information Literacy: 1B, 1C, 1D	
<p>Benchmarks: Write effectively in various forms and types of writing. Compose well-developed text using standard English conventions. Develop and apply effective research process skills to gather, analyze, and evaluate information.</p>	<p>Performance Indicators:</p> <ol style="list-style-type: none"> 1. Apply the writing process to write effectively in various forms and types. 2. Use conventions of capitalization. 3. Use classroom resources and dictionary to verify correct spelling. 4. Use a note taking system to organize information from text . 5. Write expository multi-paragraph essays. 6. Locate and use multiple resources to acquire information and support purpose. 7. Record relevant information using note-taking and organizational strategies. 8. Document research sources.
<p>Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Research information on-line about the Women’s Rights Movement and the Antislavery Movement and take notes. 2. Write an expository essay discussing how the two, though different in goals, did much to help each other toward their end results. 3. Provide a bibliography of sources. <p>Assessment: Rubric</p>	
<p>Resources: Library print sources, reference books Relevant Links:</p> <p>www.infoplease.com/spot/womenshistory1.html (National Geographics) World Book on Line (Abolition Movement)</p>	

Green Forest R-2 School	Board Approved Date: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Sixth Grade
Unit: Nonfiction - Dr. Martin Luther King, Jr.	Duration: 3 days
Show-Me Standards Content: CA 1, 2, 3, 6	
Show-Me Standards Process: 1.5, 1.6, 1.7, 2.1, 2.3, 2.4, 3.1, 3.5, 3.6, 4.6	
Grade Level Expectations: Reading 1E, 1F, 1G, 3B, 3 Listening and Speaking 2A	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Develop vocabulary through text using context clues and dictionaries. 2. Apply pre-reading strategies to aid comprehension: access prior knowledge and set a purpose for reading. 3. Identify and explain figurative language in nonfiction text. 4. Use details from the text to identify and interpret author's purpose, slant, and bias. 5. Utilize strategies to visualize text. 6. In presentations speak clearly and stay on topic.
<p>Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Read the speech "I Have a Dream" by Dr. Martin Luther King, Jr. 2. Pre-Reading: Look up definitions of selected vocabulary words and discuss meanings. Make a KWL chart to access prior knowledge and set a purpose for reading. 3. Draw an illustration to depict mental images that came to mind while reading the speech. 4. Find examples of figurative language in the speech. Make a graphic organizer to show these examples and identify the type of figurative language for each. 	<ol style="list-style-type: none"> 5. With a partner, brainstorm the author's purpose and bias/slant. Present ideas orally to the class. 6. Write an essay explaining what you think the author's main message was and if you think the "dream" he described has come true. <p>Assessments: Rubrics, graphic organizers, charts, oral presentations.</p>

Resources: "I Have a Dream" by Dr. Martin Luther King, Jr.

Relevant links: www.bygosh.com

Green Forest R-2 School	Board Approved date: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Sixth Grade
Unit: Shakespeare	Duration: 3 weeks
Show-Me Standards Content: CA 2, 3, 5 Show-Me Standards Process: 1.5, 1.6, 1.7, 1.9, 2.4, 2.7, 3.1, 3.4, 3.7	
Grade Level Expectations: 1F, 1H,1I, 2A, 2C Information Literacy: 2A	
<p>Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to comprehend, analyze, and evaluate drama from a variety of cultures and times. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Apply pre-reading strategies to aid comprehension: access prior knowledge, preview. 2. Apply post-reading skills to comprehend and interpret text. 3. Compare, contrast, and analyze connections between two or more works of drama, and between text and the world by identifying how literature reflects a culture and historic time frame. 4. Analyze decisions of literary characters and historical figures. 5. Locate and recognize the text features of drama. 6. Use details from the text to explain cause and effect. 7. Use details from the text to identify the problem-solving processes of characters and the effectiveness of solutions. 8. Identify and explain viewpoints in various types of media.

Activities and Assessments:

Three Shakespeare plays will be read: Hamlet, MacBeth, Julius Caesar.

1. Use a web to assess prior knowledge and preview material to be read.
2. Discuss and take notes about the life of Shakespear and the text features of drama.
3. Give reasons why characters in the plays made their decisions.
4. Create a time line tracing the impact of a character's actions and decisions throughout the play.
5. Create a flowchart or diagram to depict a decision- making plan. Include such ideas as alternatives, consequences, pros/cons, reasons, and results.
6. Complete questions for each play to assess comprehension.
7. With a partner, create a life box for a major character from one of the three plays. (see attached directions)
8. Create a flowchart that illustrates the problem solving processes of a character. Have a group discussion to determine at what points the character could have made different choices and how they could have changed the results.
9. After reading the plays, write about what you learned about that era in history.
10. After watching Hamlet on DVD, compare and contrast this version with the written version. Be able to identify and explain the viewpoint conveyed in this type of media.
11. Write an essay to compare and contrast the main characters in the three plays.

Assessment: Unit test, charts, diagrams, written papers - rubrics.

Resources: Shakespeare Made Easy by Murial J. Morris, Hamlet, MacBeth, and Julius Caesar, DVD

Relevant Links: www.folger.edu

Green Forest R-2 School	Board Approved Date: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading – Sixth Grade
Unit: <u>Number the Stars</u> – The Holocaust	Duration: 5 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 6 Show-Me Standards Process: 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 3.5, 4.6	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1H, 1I, 2C Writing: 1A Listening and Speaking: 2A	
<p>Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times. Apply a writing process in composing text. Develop and apply effective speaking skills and strategies for various audiences and purposes. Develop and apply knowledge of major elements of geographical study and analysis.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Read grade-level text with fluency, accuracy, and appropriate expression adjusting reading rate to difficulty and type of text. 2. Develop vocabulary through text. 3. Apply pre-reading strategies to aid comprehension. 4. Apply post-reading skills to comprehend and interpret text: question to clarify, reflect, analyze, draw conclusions, summarize, paraphrase, and infer. 5. Compare, contrast, and analyze connections: text-to-text, text-to-self, and text-to-world. 6. Use details from text to: analyze setting and theme and identify point of view. 7. Follow a writing process to write effectively in various forms and types. 8. In discussions and presentations speak clearly, stay on topic, and use appropriate volume and speech.
<p style="text-align: center;">Activities and Assessments:</p> <p>Students will read <u>Number the Stars</u> by Lois Lowry. Vocabulary words will be defined and studied for each chapter.</p> <p>Pre-Reading: Background History – Read article, “History Behind the Story”, in order to build background knowledge needed to understand the novel.</p> <ol style="list-style-type: none"> 1. Complete questions to assess comprehension. 2. Complete a graphic organizer to demonstrate understanding of how the Danish Resistance movement worked. 3. Investigate lives of children of the Holocaust. Choose one and summarize his/her life story. www.wiesenthal.com/mot/children/list1.cfm 4. Complete a map of World War II Europe. <p>During Reading: <ol style="list-style-type: none"> 1. Read chapters in different ways: partner, silently, or out loud with the whole class. Practice reading with expression and fluency. </p>	

Post-Reading:

1. After reading each chapter, answer questions to assess comprehension, make inferences, and support opinions.

Elements of Fiction:

1. **Setting:** Make a graphic organizer to depict information about the setting. Use it to write a paragraph summarizing the setting of the story.
2. **Point of view:** After discussing the point of view of the book, write a paragraph retelling a passage of the book from a different character's point of view.
3. **Foreshadowing:** Locate examples of foreshadowing in the story. Write a paragraph explaining how the examples of foreshadowing later came true. Be sure to use supporting details and examples from the text.
4. Use a Venn-Diagram to compare and contrast the tale of "Little Red Riding Hood" and Number the Stars. Draw conclusions and explain choices in a paragraph.
5. **Characters:**
 - a. Make a chart listing and describing all major characters in the book.
 - b. Make a web to outline and analyze the character traits of AnneMarie. Use the web to write a Character Sketch of AnneMarie in essay form.
 - c. Interview family members and make a graphic organizer to explain what choices you and your family might make if they had to flee the country in a hurry. Explain choices.
6. **Themes:**
 - a. **Friendship** – Work in a small group to answer questions to promote thoughts and identify characteristics of friendship. Present ideas to the class for discussion.
 - b. **Bravery** – Use questions to organize thoughts. For each character in the novel, write a paragraph to discuss at least one example of bravery.
 - c. **Man's Inhumanity to man** – Write a paragraph summarizing the inhumane treatment that is dealt with in this novel. In a group, discuss examples of inhumanity that are occurring in today's world and how individuals or nations should respond.

End Assessment: Each student will prepare a book response and present it orally to the class.

Assessments: Rubrics for writing, diagrams, charts, questions, worksheets, observation of group work.

Resources: Number the Stars by Lois Lowry, Hide and Seek by Ida Vos, We Remember the Holocaust,

Surviving Hitler by Andrea Warren, We Are Witnesses by Jacob Boas.

Relevant Links: www.wiesenthal.com/mot/children/list1.cfm

Green Forest R-2 School	Board Approved Date: 8/15/06 Modification Date:
Subject: Communication Arts - Reading	Class Name: Reading - Sixth Grade
Unit: Novel: <u>The Whipping Boy</u>	Duration: 3 weeks
Show-Me Standards Content: CA 2, 3	
Show-Me Standards Process: 1.5, 1.6, 1.9, 2.4, 3.1, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading 2B, 2C, 1I	
Benchmarks: Develop and apply skills and strategies to comprehend, analyze, and evaluate a variety of literature.	Performance Indicators: 1. Identify and explain figurative language. 2. Use details from text to explain cause and effect. 3. Use details from the text to identify problem-solving processes of characters and effectiveness of solutions. 4. Compare, contrast, and analyze connections.
<p>Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Use a "Book Walk" to access prior knowledge and make predictions. 2. Do vocabulary definitions for all sections of the novel. 3. Set up and complete a chart to compare and contrast life in Medieval Europe (found in the book) with life today. Use examples from each section. 4. Write a paragraph to summarize text-to text, text-to-self, and text-to-world connections. 5. Answer constructed response questions to assess comprehension on each section of the novel. 6. Use a graphic organizer to show several examples of cause and effect situations from the book. 7. Locate and list examples of similes from the book. 8. Have each student find an example of problem solving by a main character in the book. Trade examples. Students will then decide if the solution was effective or not. Each will write a paragraph describing the problem, character's solution, and the effectiveness of the solution. Support with details from the story. <p>Resources: <u>The Whipping Boy</u> by Sid Fleishman</p>	
<p>Resources: <u>The Whipping Boy</u> Relevant Links:</p>	

Green Forest R-2 School	Board Approved Date: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Writing
Unit: Poetry--Writing	Duration: 4 weeks
Show-Me Standards Content: CA 1,4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing: 1A, 2B, 2E, 2F	
Benchmarks: Apply a writing process in composing text. Compose well-developed text using standard English conventions.	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Follow a writing process to write effectively in various forms and types of writing. 2. Use conventions of capitalization in written text. 3. In writing, use correct spelling of grade-level words, and use classroom resources to correct spelling. 4. In composing text, use a variety of sentence structures and precise and vivid language.
Activities and Assessments: <ol style="list-style-type: none"> 1. Using the writing process, students will write a variety of poems: limericks, cinquain, couplet, ode, rhymes, haiku, concrete, and free verse. 2. Prewriting: Use prompts and questions to brain storm ideas for each poem. 3. First Draft: Use prewriting ideas to write a poem of each type of poem. 4. Use a checklist to edit poems for errors in conventions of English. 5. Use a checklist to revise adding more vivid language and figures of speech. Then, use a checklist to peer edit/revise the poems. 6. Publish (final draft) each poem. Illustrate and make a poetry book of all poems written. 7. Students will make a self evaluation of their projects. <p>Assessments: Book Scoring Guide</p>	

Resources:

Poetry Portfolio by Julia Ring Alarie and Elizabeth Conlon

(This unit is to be done in conjunction with the Poetry Reading Unit)

Relevant Links:

Green Forest R-2 School	Board Approved Date: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Writing - Sixth Grade
Unit: Writing Process	Duration:
Show-Me Standards Content: CA 1, 2, 3, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2, 2.6, 3.5, 4.8	
Grade Level Expectations: Writing 3A, 3B, 3C, 3D, 3E Information Literacy 1A, 1B, 1C, 1D Listening/Speaking 2B	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Write effectively in various forms and types of writing. 2. Develop and apply effective research process skills to gather, analyze, and evaluate information. 3. Develop and apply effective speaking skills and strategies for various audiences and purposes. 	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Write a personal narrative. 2. Use a note-taking system to organize information. 3. Write expository and persuasive paragraphs and multi-paragraph essays. 4. Write summaries of text. 5. Construct a workplace communication. 6. Develop questions and statements of purpose to guide research. 7. Locate and use multiple resources during research. 8. Define plagiarism and document research sources. 9. Give clear and concise multi-step oral directions to complete a complex task.

Activities and Assessments:

1. Students will use the grade level 6 English Book and complete assignments as directed by the teacher concerning: characteristics of different types of writing, techniques for writing more complex sentences and more vivid language.
2. Students will use the steps in the writing process to complete: personal narratives, instructional essays, persuasive essays, expository essays (cause/effect and compare/contrast) of five paragraphs or longer, summaries, and business letters.

Prewriting: Use an appropriate graphic organizer to organize ideas, select an audience, voice, and purpose for writing.

First Draft: Write a first draft using a checklist and/or template to include controlling idea, obvious beginning, middle, and end, logical sequence, and supporting details.

Revise: Use a check list to revise the first draft including vivid and descriptive language, complex sentences, sequence, and supporting details and examples.

Edit: Use a check list, peer editing, and teacher-student conferences to locate and correct errors in spelling, grammar, capitalization, and punctuation.

Final Draft (publish): Write a final copy of the piece including any revisions and corrections. Final copy may be neatly hand written or typed on a word processor.

3. Students will complete a research paper.

Prewriting: Formulate questions to guide research, use a note card system to record information from sources including bibliographic information. Use library, classroom, and electronic resources to locate information in various forms (print, electronic, primary, and secondary sources). Make a formal outline of the information.

First Draft, Revise, Edit using methods stated above in the writing process.

Final Draft (publish): Final paper will be typed on a word processor and will include: title page, outline, body (five paragraphs or more), and bibliography (works cited).

After writing an instructional essay for a complex task, students will present the instructions orally to the class.

Assessments: all written papers will be assessed with a rubric and /or scoring guide, English book: daily work and unit tests.

Resources:

Language Arts Today sixth edition, McGraw-Hill

25 Mini-Lessons for Teaching Writing by Adele Fiderer

50 Writing Lessons That Work by Carol Rawlings Miller

Big Book of Reproducible Graphic Organizers by

Jennifer Jacobson and Dottie Raymer

Various library, classroom, and electronic sources for research.

Relevant Links:

Relevant Links:

www.citationmachine.com

Green Forest R-2 School	Board Approved Date: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Writing - Sixth Grade
Unit: Using Standard English	Duration:
Show-Me Standards Content: CA 1	
Show-Me Standards Process: 1.6, 2.1, 2.2	
Grade Level Expectations: Writing 2B, 2C, 2D, 2E, 2F	
Benchmarks: Compose well-developed text using standard English conventions.	Performance Indicators(Local Objective): 1. Use conventions of capitalization in written text. 2. Use conventions of punctuation in written text including apostrophe and quotation marks. 3. Use parts of speech correctly in written text. 4. Use correct spelling of grade-level words. 5. Use a variety of sentence structures and precise and vivid language when composing text.
<p>Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Students will use the grade level 6 English Book and complete assignments as directed by the teacher concerning: capitalization, punctuation (apostrophes, possessives, and dialogue), parts of speech (adjectives, appositives, verbs, adverbs, nouns, prepositional phrases, subordinate phrases). 2. Students will use the grade level 6 Spelling Book and complete assignments as directed by the teacher. 3. Complete D. O. L. activities in the classroom. 4. Write in a journal daily and correct any errors. 5. Help edit the writing of peers. 6. Students will use a checklist to proofread their own writing for errors, keeping a running list of problem areas and will devise a plan for improvement. 7. Use classroom resources and dictionaries to verify correct spelling during the editing process. 8. Students will write sentences, paragraphs, and essays correctly on a chosen subject following all the steps in the writing process: prewriting, first draft, revise, edit, and publish). 9. Using the classroom instructional resources dealing with grammar, work with the conventions of writing. <p>Assessments: Daily work, spelling tests, unit tests, completed writing assignments (rubrics), teacher student conferences, and graphic organizers.</p>	

Resources:

Language Arts Today, Sixth grade edition, McGraw-Hill
25 Mini-Lessons for Teaching Writing by Adele Fiderer
50 Writing Lessons That Work by Carol Rawlings Miller
50 Graphic Organizers for Reading, Writing, and More
by Karen Bromley, Linda Irwin DeVitis, and
Marcia Modlo
The Big Book of Reproducible Graphic Organizers by
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