

Domain: <i>Strand: Language</i>		
Cluster: <i>Conventions of Standard English</i>		
<ul style="list-style-type: none"> • Standards: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). 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.* 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>To what extent does knowledge of grammar help me to become a better reader, writer, and speaker?</p> <p>To what extent does knowledge of pronoun usage impact written and spoken communication?</p>	<p>Rules, the conventions of English grammar, help readers understand what is being communicated.</p> <p>Knowledge of pronoun usage facilitates writing and speaking for different purposes.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • In pairs, construct sentences describing a photograph using nouns, repeat activity using pronouns • Engage in identifying pronouns in a reading passage and categorize those pronouns as being personal, possessive, relative, or reflexive • Engage in rewriting transcript of “Who’s on first?” using nouns
Content Statements		
Students will demonstrate command of Standard		

English grammar during oral and written communication.		
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">New Jersey Registered Speaking Rubric</p> <p>Purdue Online Writing Lab (http://owl.english.purdue.edu/)</p> <p>http://www.handyhandouts.com/pdf/173%20Teaching%20Pronouns.pdf</p> <p>“Who’s on first?” Transcript http://www.baseball-almanac.com/humor4.shtml</p>
<p>To show evidence of meeting this standard, students may:</p> <p>Formal:</p> <ul style="list-style-type: none"> • Process writing of an essay • Transcript Re-write <p>Informal:</p> <ul style="list-style-type: none"> • Teacher observation • Anecdotal notes 		
Equipment Needed		
<p>Individual white boards</p> <p>Post-its</p> <p>Construction Paper</p> <p>Markers, Crayons, etc.</p> <p>Assistive Technology (if available):</p> <p>Document Camera</p> <p>Projector</p> <p>SmartBoard</p> <p>Flip Camera</p>		

Domain: <i>Strand: Language</i>		
Cluster: <i>Conventions of Standard English</i>		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent are proper mechanics integral to scholarly writing?	Application of proper mechanics in writing promotes effective written communication.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> Engage in small collaborative group-mechanics circles, whereby each student is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts) Model a minilesson for their peers, teaching one rule specific to capitalization, punctuation, or spelling Engage in process writing utilizing proper mechanics Participate in editing a teacher selected passage using the correct spelling, punctuation and capitalization
Content Statements		
Students will demonstrate command of standard English capitalization, punctuation, and spelling when writing.		
Assessments		Teacher Resources <ul style="list-style-type: none"> New Jersey Registered Holistic Scoring Rubric Writer’s Checklist List of Editing Symbols Purdue Online Writing Lab (http://owl.english.purdue.edu/)
To show evidence of meeting this standard, students may: Formal: <ul style="list-style-type: none"> Writing samples Portfolio Informal:		

<ul style="list-style-type: none">• Mechanics checklist• Teacher conferencing• Teacher observations	
Equipment Needed	
Mechanics Checklist (teacher- or student-generated) List of Editing Symbols Colored Pens/Highlighters Assistive Technology: Document Camera Projector SmartBoard Internet	

Domain: <i>Strand: Language</i>		
Cluster: <i>Knowledge of Language</i>		
<ul style="list-style-type: none"> • Standards: L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.* 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>To what extent do the rules of language affect communication?</p> <p>To what extent does word choice affect the message being conveyed?</p>	Effectively use the conventions of standard English when writing, speaking, reading, or listening.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Engage in a debate of a controversial issue and support their position with precise content-specific concepts, words, and phrases • Engage in peer assessment of debates using NJ Registered Speaking Rubric, offering classmates feedback based on rubric criteria • Construct a persuasive/argumentative essay implementing peer feedback
Content Statements		
Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <p>Formal:</p> <ul style="list-style-type: none"> • Debate • Persuasive/Argumentative Essay (process writing) • Portfolio 		<ul style="list-style-type: none"> • New Jersey Registered Speaking Rubric • New Jersey Registered Holistic Scoring Rubric • Writer’s Checklist • Purdue OWL (http://owl.english.purdue.edu/)

<p>Informal:</p> <ul style="list-style-type: none">• Teacher conferencing• Small group conferencing• Teacher observations	
<p>Equipment Needed</p>	
<p>Informational texts related to selected controversial issues</p> <p>Assistive Technology: Document Camera Projector SmartBoard Internet Flip Camera</p>	

Domain: <i>Strand: Language</i>		
Cluster: <i>Vocabulary Acquisition and Use</i>		
<ul style="list-style-type: none"> • Standards: L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). 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. 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). 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>To what extent does knowledge of etymology enlarge the scope of one’s vocabulary?</p> <p>How does knowledge of language assist in drawing multiple meanings of words and phrases?</p>	<p>Words powerfully affect meaning.</p> <p>Knowledge of language assists in learning new words and their multiple meanings through the use of context, patterns of word changes, and resources.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc. • Construct meaning of words based on context clues provided within the given passage • Create bookmarks that identify multiple strategies students can use when determining the meaning of a word (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary) • Create a PowerPoint to demonstrate understanding and

Content Statements	<p>Students will use both written and on-line resources to examine how varying vocabulary helps present ideas in a more constructive manner.</p> <p>Students will determine the proper part of speech which will effectively convey their intended message.</p>	<p>appropriate application of Greek and/or Latin roots, prefixes, and suffixes</p> <ul style="list-style-type: none"> • Collaborate to navigate and explain how to use various reference sites such as (www.dictionary.com, http://www.visuwords.com/) • Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <p>Formal:</p> <ul style="list-style-type: none"> • Teacher generated vocabulary tests • Vocabulary Stories • Podcast <p>Informal:</p> <ul style="list-style-type: none"> • Teacher Observation • Exit Slip 	<ul style="list-style-type: none"> • www.myvocabulary.com • http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html • http://vocabtest.com/ • http://www.merriam-webster.com/ • NJ Technology Readiness Rubric • http://www.nj.gov/education/techno/techlit/tapin/2bii_rubric.pdf • http://www.wordle.net/ • http://www.visuwords.com/ 	
Equipment Needed		
<p>Variety of Reading Materials</p> <p>Assistive Technology:</p> <p>Document Camera</p> <p>Projector</p> <p>SmartBoard</p> <p>Internet</p> <p>Flip Camera</p>		

Domain: <i>Strand: Language</i>		
Cluster: <i>Vocabulary Acquisition and Use</i>		
1. Standards: L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is figurative language a lifeline to written creativity?</p> <p>How do good readers construct meaning from text?</p>	<p>Knowledge of figurative language, word relationships, and nuances in word meanings aids in communication and analysis skills.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> Create a skit enacting the meaning of an idiom Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side Describe sensory details of a particular type of object utilizing specific forms of figurative language Explain an artist's application of figurative language within his/her song lyrics Compare and contrast how connotation and denotation changes the meaning of a sentence
Content Statements		
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
Assessments	Teacher Resources	

To show evidence of meeting this standard, students may:

Formal:

- *Writing Samples that effectively utilize literary devices*
- *Responses to literature that demonstrate understanding of how literary devices enhance writing/meaning of a passage*
- *Oral presentation utilizing technological tools highlighting creative use of literary devices*

Informal:

- *Teacher Observation*

Equipment Needed

Variety of Reading Materials

Assistive Technology:

Document Camera

Projector

SmartBoard

Internet

Flip Camera

Domain: <i>Strand: Language</i>		
Cluster: <i>Vocabulary Acquisition and Use</i>		
1. Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent does word choice affect one's intended message?	Academic and domain specific words enable individuals to effectively expand their communication and comprehension.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> Collaborate in small groups to use domain specific vocabulary to construct a summary or story Create a speech appropriately applying domain specific vocabulary Engage in completing concept webs (such as KWHL charts)
Content Statements		
Students will acquire academic and domain specific words to effectively communicate.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: Formal: <ul style="list-style-type: none"> PowerPoint Presentation to augment speech Writing Samples Informal: <ul style="list-style-type: none"> Teacher Observation 		
Equipment Needed		
Variety of Reading Materials Chart Paper PowerPoint		
		<p>New Jersey Registered Speaking Rubric</p> <p>New Jersey Registered Holistic Scoring Rubric</p> <p>http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html</p>

<p>Assistive Technology: Document Camera Projector SmartBoard Internet</p>	
---	--