

Cornwall Central Middle School
 ELA Skills Grade 6
 2024-2025

Unit/ Theme	Unit 1: Sentence Improvers
Central Text	<u>Bullfrog Pops</u> By Rick Walton
Essential Question(s)	How do I use words creatively in order to convey humor to my audience?
Suggested Supporting Texts/Resources	Grammar Tales-Parts of Speech Flocabulary
Focus Skills/ Literary Terms	<ul style="list-style-type: none"> *Identify & improve upon a Simple Sentence *Review Subject/Predicate *Understand and correctly apply Parts of Speech *Alliteration *Write creatively *Improve self-directed editing skills *Practice Handwriting *Follow Directions <p>Vocabulary Acquisition: -use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.</p>

Standards Alignment	<ul style="list-style-type: none"> • 6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) • 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing (W3a, W3b, W3c, W3d, W3e) • 6w2:
Writing Focus	Simple, Compound, and Complex Sentence Structure and patterns
Performance Based Assessments	Bullfrog sentences with an Adjective, Noun, Action Verb, Adverb, and Prepositional Phrase which are presented orally to classmates who add their own creative ideas to the simple sentence (NV).

	ELA Skills Grade 6
Unit	Unit 2: Endangered Species

Central Text	<p style="text-align: center;">Simba, The Lion The Orangutan Endangered Animals/Endangered Pets Non-fiction text</p>
Essential Question	<p style="text-align: center;">What can I do to save the orangutan?</p>
Suggested Supporting Texts/Resources	<p>Simba video World Wildlife/National Geographic Endangered Species List</p>
Focus Skills/Literary Terms	<p>Global /Cultural awareness</p> <ul style="list-style-type: none"> ● Transitional Words and Phrases ● Developing a Claim ● Identifying Relevant Evidence ● Identifying Reliable Sources ● Cause and Effect ● Using Graphic Organizers ● Sequence <ul style="list-style-type: none"> ● Characterization ● Character Motivation ● Theme ● Point of View/Perspective ● Mood and Tone ● Flashback ● Irony ● RACE Format for writing ● Fiction versus Non-fiction text features

<p>Standards Alignment</p>	<ul style="list-style-type: none"> ● R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI/RL) ● R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text (RI/RL) ● R3: In literary text, analyze how elements of plot are related, affect one another, and contribute to meaning (RL) ● R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed (RI) R6: In literary texts, analyze how an author develops and contrasts the point of view and the the perspectives of different characters or narrators (RL) ● R7: Compare and contrast a written text with audio, filmed, staged, or digital version in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject (RI/RL)
<p>Writing Focus</p>	<p>Literary Analysis-</p> <ul style="list-style-type: none"> ● Theme ● Mood/Tone development ● Plot Structure <p><i>How the following relate and affect one another:</i></p> <ul style="list-style-type: none"> ● Characters ● Conflicts ● Settings <p>Citing Relevant Textual Evidence</p>
<p>Performance Based Assessment</p>	<p>Two text Extended Response Short Answer Responses Multiple Choice Responses Innovative invention/creative company idea presentation</p>

<p>Unit/Theme</p>	<p style="text-align: center;">Unit 3: The Titanic Grade 6</p>
<p>Central Text</p>	<p>Titanic Unit documents: Timelines</p>

	<p>Maps</p> <p>Informational Texts</p>
Essential Question	<ul style="list-style-type: none"> • Should we leave the Titanic alone? • Why is argument writing important? • Why are people so interested in Titanic?
Suggested Supporting Texts	<ul style="list-style-type: none"> • <u>Scholastic Titanic Article</u> • <u>Titanic Museum website</u>
Focus Skills/Literary Terms	<ul style="list-style-type: none"> • Point of View • Cause and Effect • Author's Perspective • Mood • Tone • Imagery • Symbolism • Motifs • Claim • Counterclaim • Rebuttal • Call to Action
Standards Alignment	<ul style="list-style-type: none"> • R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) • R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI) • R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)

	<p>W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. • W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. • W1c: Use precise language and content-specific vocabulary to argue a claim. • W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • W1e: Provide a concluding statement or section that explains the significance of the argument presented. • W1f: Maintain a style and tone appropriate to the writing task.
Writing Focus	<ul style="list-style-type: none"> • Friendly Letter • Word Choice • Transitional Words and Phrases • Identifying Relevant Evidence • Identifying Reliable Sources
Performance Based Assessment	<p>Graphic Organizer-Timeline question sheet</p> <p>Oral Presentation Rubric</p>

Unit/Theme	<p>Cornwall Central Middle School 2024-2025 GRADE 5 Unit 1: Parts of Speech</p>
Central Text	<p>Chicken In The City A Verb For Herb</p>

Essential Question	How can I improve my work in all of my classes? Answer-ELA Skills
Suggested Supporting Texts/Resources	Flocabulary-Nouns, Verbs, Subject/Predicate Mr. Morton
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Focus Standards	<ul style="list-style-type: none"> • 5RF.4c /5R5/ 5R6/ • W.1a • W.1c • 5w2 • 5w11 • 5L1a • 5l1b • 5L2
Writing Focus	Sentence Structure-Form and function Hamburger Method of organizing paragraphs
Performance Based Assessment	Grammar Tales Crosswords, word searches, and Part of Speech identification in paragraphs.

Unit/ Theme	Grade 5 Unit 2:
Central Text	Statue of Liberty
Essential Question(s)	What does the statue represent?
Suggested Supporting Texts/Resources	Ellis Island/Liberty Island Websites
Focus Skills/ Literary Terms	<p>*Compare & Contrast-Venn Diagram *Timelines *Understand and correctly apply Parts of Speech *Practice Handwriting *Follow Directions *Friendly Letter</p> <p>Vocabulary Acquisition: -use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.</p>
Standards Alignment	<ul style="list-style-type: none"> R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

	<ul style="list-style-type: none"> W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing (W3a, W3b, W3c, W3d, W3e)
Writing Focus	Identify what France and America each did to create The Statue of Liberty Write a friendly letter about the specific period of time in the construction of the statue after her arrival in the United States
Performance Based Assessments	Venn Diagram Friendly Letter

Unit/ Theme	Grade 5 Unit 3:
Central Text	Westward Ho!
Essential Question(s)	How was the west settled? How and why did our country expand to the west?
Suggested Supporting Texts/Resources	Westward Ho! Packet Flocabulary

<p>Focus Skills/ Literary Terms</p>	<ul style="list-style-type: none"> *Compare & Contrast *Timelines *Understand and correctly apply Parts of Speech *Practice Handwriting *Follow Directions *Reading Comprehension *Nonfiction Text Features *RACE Writing format *Multiple choice, short answer and two text extended responses *Point of View <p>Vocabulary Acquisition: -use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.</p>
<p>Standards Alignment</p>	<ul style="list-style-type: none"> • R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) • W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing (W3a, W3b, W3c, W3d, W3e)
<p>Writing Focus</p>	<p>First person journal entry.</p>
<p>Performance Based Assessments</p>	<p>Multiple choice short answer and two text extended responses to questions</p>

Unit/ Theme	Grade 5/6 Unit 4:
Essential Question(s)	What is Logic, and how can I use logic to help me be more successful?
Suggested Supporting Texts/Resour ces	Logic Puzzles/Matrices-Pairs/Independent Epidemiology-Cholera Epidemic in London Investigation-Sm. group Trash/Recycling Analysis Activity-Sm. Group Pico Fermi Bagels Logic Game
Focus Skills/ Vocabulary	<ul style="list-style-type: none"> *Logic defined *Critical Thinking Skills *Higher Order Thinking Skills *Process of Elimination as a problem solving strategy *Horizontal/Vertical *Matrix/Matrices-There is more than one way to make a word that ends in "x" plural. (Boxes, oxen, matrices) *Binary Coding-Yes or no *If/Then statements *Reading Comprehension *Close reading skills applied *Vocabulary Acquisition: -use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.
Standards Alignment	<ul style="list-style-type: none"> • R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) • 5SL1d

	<ul style="list-style-type: none"> W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing (W3a, W3b, W3c, W3d, W3e)
<p>Writing Focus/Challenge</p>	<p>Students can create their own 4 x 4 matrices for their classmates to solve.</p>
<p>Performance Based Assessments</p>	<p>Students will be able to correctly solve increasingly difficult Matrix Puzzles. Students will be able to apply Logic and the Process of Elimination. Group presentations are well organized, detailed and offer evidence to support the claim being made..</p>