

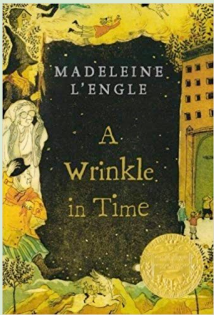
Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
--------------------------------	----------	--------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

Texts and Materials Use - Literature

Unit A - Young People are Leaders



A Wrinkle in Time by Madeline L'Engle

Unit Concepts Covered:

- Character (protagonist/ antagonist; dynamic)
- Conflict (person v. self, internal/external conflict)
- Answering Text Dependent Questions (Restate, cite evidence).
- Compare film/book versions using compare and contrast language.
- Use MLA citations

EQ: How can children become empowered and demonstrate strong leadership?

Unit B - Short Stories

Selections Include:

[Eleven](#) by Sandra Cisneros

[Thank You Ma'am](#)

by Langston Hughes

[Brothers](#) by Jon Scieszka

[Names/Nombres](#) by Julia Alvarez

From: *Prentice Hall Copper Edition*

Greyling by Jane Yolen (PH 34-39)

Auntie by Philippa Pearce (PH

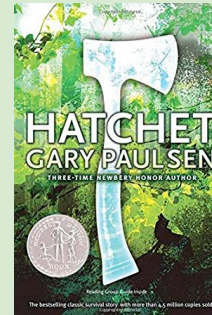
61-69)

Unit Concepts Covered:

- Genre (identifying difference between novel and short story).
- Answering Text Dependent Questions (Restate, finding answer in the text).
- Sensory details - How does an author make us feel? What do they want us to feel?
- Point of view
- Author's purpose

EQ: How can I investigate the ways an author uses text structure, language features and strategies to establish various effects on the reader?

Unit C - Young People are Independent



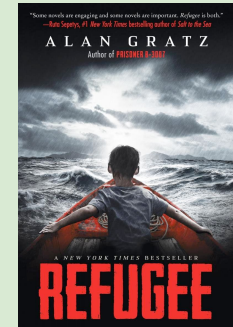
Hatchet by Gary Paulsen

Unit Concepts Covered:

- Research (animals in the wild, how to survive skills)
- Developing an opinion (ex. Should survival skills be taught in school?) and defending it with evidence.
- Figurative Language
- Point of view
- Plot structure and diagram
- Summarizing a text

EQ: How can a young person withstand challenging circumstances and grow as a result? How is survival more than physical?

Unit D - Young People are Human



Refugee by Alan Gratz (And other related articles)

Unit Concepts Covered:

- Response to literature - expressing opinions through writing answers to thematic and text dependent questions.
- Tracking information within and close reading of a complex text
- Compare/Contrast articles on refugee crisis w book.
- Use vocabulary to deepen understanding on subject

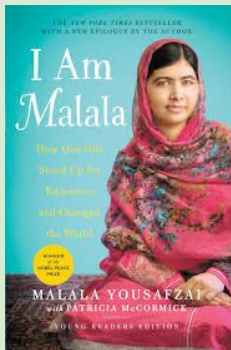
EQ: How are people's journeys across time and space similar? How can difficulties show resilience?

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
--------------------------------	----------	--------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

Unit E - Young People are Inspiring



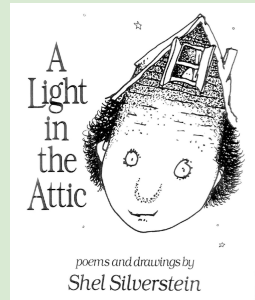
I am Malala (Young Reader's Edition) by Malala Yousafzai
[\(Unit Plan Resource\)](#)

Unit Concepts Covered:

- Point of view, voice and tone.
- Responding to literature (double entry journaling)
- Answering Text Dependent Questions (Restate, cite evidence).
- Use film, interviews and excerpts (speeches) to compare varying views
- Write claims supported by research and evidence
- Vocabulary (Pashtun)

EQ: How can young people inspire and change the world?

Unit F - Poetry



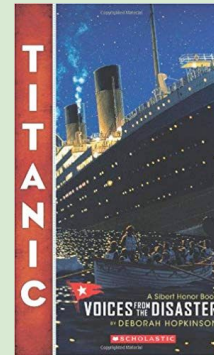
Wide variety of poems from PH

Unit Concepts Covered:

- Structure/prose v. poem
- Students author poetry
- Types of Poetry
 - Haiku
 - Cinquain
 - Limerick
 - Quatrain
 - Free Verse
 - Diamante
 - Form Poem
- Rhyme Scheme
- Imagery / Figurative Language
- Poet Study
 - Langston Hughes
 - Shel Silverstein

EQ: How can poetry illustrate life experiences from a new perspective?

Unit G - Nonfiction Text



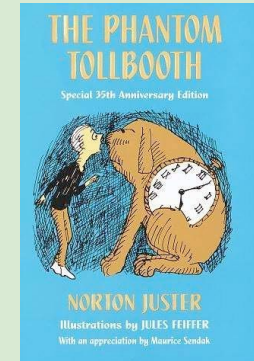
Titanic Voices from the Disaster by Deborah Hopkinson

Unit Concepts Covered:

- Nonfiction text features (charts, captions, headings etc.)
- Tracking information in chronological order using timelines.
- Compare/Contrast articles on refugee crisis w book.
- Use vocabulary to deepen understanding on subject
- Argument writing -Who is to blame.
- Research - mysteries still left

EQ: How can we improve the future based on lessons from the past?

Unit H - Play/Drama



The Phantom Tollbooth (PH p. 201-243) by Norton Juster

Unit Concepts Covered:

- Experiential learning (trip to theatre)
- Speaking/Listening in a character's voice.
- Form - How play differs from prose and poetry.
- Understanding stage directions
- Project based learning - performing a scene in a group.
- Word play (idioms, puns and paradox)

EQ: How do characters respond differently to conflict in a play?

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
---------------------------------------	-----------------	---------------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

Grade 6 Reading - Literature Standards

Key Ideas and Details				
RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students will be able to... - Cite evidence while analyzing and discussing the text. - Be able to come to conclusions and be able to draw inferences for literary analysis.	-Cite -Quote - Analyze - Reference -Text dependent -Literary analysis -Character Analysis -Compare/Contrast -Discuss -MLA Format	-Chapter questions -Chapter quizzes -Graphic Organizers -Discussions -Class activities/projects -MLA Style Guide Activity	-End of unit tests -Writing assignments (essays that require citing of textual evidence) -Independent Reading Projects -Research projects (Hatchet)
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	Students will be able to... -Determine the central ideas or themes within a text through discussion and reading comprehension. -Discussion of ideas and cite where specific information is found.	-Theme/message -Author's purpose -Discuss -Details/descriptions -Analyze -Test -Reference -Cite -Summarize	-Chapter questions -Chapter quizzes -Graphic Organizers -Discussions -Individual chapter summaries -Hatchet end of text summary	- End of unit tests - Writing assignments that require students to use analysis to target theme (short stories, Refugee) - Theme open responses in short story unit; Refugee. - Hatchet project
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the	Students will be able to... -Describe through summary and citing evidence how a story unfolds (through plot, chapter-by-chapter, organization of details)	-Summarize -Conflict (ex. person v. self) -Plot structure -Character (ex protagonist/antagonist) -Plot diagram -Exposition	-Chapter questions -Chapter quizzes -Graphic Organizers -Whole Class Discussions -Hatchet plot diagram project	-Chapter/End of Unit tests -Literature based writing assignments (AWIT, Refugee) -Research project(Hatchet) - Independent Reading Projects

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
characters respond or change as the plot moves towards a resolution.	-How do the characters progress throughout the story/plot.	-Rising action -Climax -Falling action -Resolution		- Assessment on Plot structure -Character/Conflict type poster project
Craft and Structure				
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Students will be able to... -Determine the meaning of words in phrases through connotative and figurative meanings. -Analysis of an author's impact through usage of language and tone.	-Tone -Meaning -Figurative -Connotative -Analyze -Word/Language -Context clues -Sensory details	-In-class reading -Vocabulary chapter lists -Chapter questions - Figurative language mad libs, calendar project - Point of view writing (Moses writing, Refugee)	-End of unit tests for each assigned text -Point of view writing assignments -Short story Eleven description writing -Assessment on figurative language usage.
R.L.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Students will be able to... -Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole novel/ other novels.	-Compare and Contrast -Relationship -Theme -Plot elements -Setting -Foreshadowing -Predict	-Whole class discussions on the impact of certain chapters (AWIT Ch. 7, Hatchet Ch. 13, Refugee Epilogue). -Figurative language usage in Hatchet -Active prediction and foreshadowing monitoring in Refugee.	-End of unit tests -Book jacket project that asks students to select a quote from the text and design a new cover for the text including the quote. -Independent reading project (essays)

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

<p>R.L.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - determine the difference between first second and third person narration and point of view within a text. - analyze an author's purpose for writing a particular piece of writing (to inform, entertain or explain) 	<ul style="list-style-type: none"> - Point of view - Omniscient narrator - First person point of view - Second person point of view - Third person point of view - Author's purpose - Speaker - Voice 	<ul style="list-style-type: none"> - Explicit instruction of point of view -Exit tickets from literature lessons on various units - Writing exercises in vocabulary curriculum that asks students to assume the voice and point of view of a different speaker 	<ul style="list-style-type: none"> - Assessment on point of view (Unit B) - Responses to text dependent questions throughout several units
--	--	---	---	--

Integration of Knowledge and Ideas

<p>R.L.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - complete and compare a reading of a text to its film version (AWIT, Phantom TB) - compare the differences between reading a play and seeing one live (experiential field trips) - compare a graphic novel to the original text (AWIT) 	<ul style="list-style-type: none"> -Compare -Contrast -Sensory details -Qualify -Film -Graphic novel -Original source/text -Theatre -Script -Visualize 	<ul style="list-style-type: none"> - Complete venn diagram comparing films and texts. -Comic construction of a scene from a short story (Choice) -During units, listen to authors read their texts (Malala, Short stories) and reflect on how hearing an author's voice changes how they hear the story. 	<ul style="list-style-type: none"> -Essay comparing and contrasting the film/book (AWIT, Phantom TB play). -Writing comparing a scene (Refugee) vs. experiencing VR (virtual reality) of that scene.
---	---	--	---	--

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
R.L.6.8 (Not applicable to literature)				
R.L.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Students will be able to... - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. -Read and contrast various kinds of short stories and compare to various genres.	-Genre (historical fiction, realistic fiction, drama, biography, nonfiction, documentary, short stories, poetry etc.). -Blog -Prose	-Venn Diagrams -NEWSELA/Refugee article and text comparison.	-Independent Reading Projects -Genre project (comparing genres) -Assessment on genre (Unit E)
Range of Reading and Level of Text Complexity				
R.L.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students will be able to... -Read and comprehend complex literary texts independently and proficiently.	-Scaffolding -Text complexity	-Use of graphic organizers. -Text dependent question packets of various genres -Book review to determine difficulty	-All assignments rooted in All units reflect this standard's aims.

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard

Big Ideas / Objectives

Terms / Key Concepts /
Academic Vocabulary

Formative Assessments/
Classroom Activities

Summative Assessments

Grade 6 - Reading Informational Text (Non-Fiction) Standards

Key Ideas and Details

RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students will be able to...

-Cite evidence while analyzing and discussing the text.

-Draw conclusions and inferences from an informational text for literary analysis.

-Cite
-Quote
- Analyze
- Reference
-Text
-Literary analysis
-Character Analysis
-Compare/Contrast
-Discuss

-Text dependent questions
-Chapter quizzes
-Graphic Organizers
-Discussions
-Class activities/projects

- End of unit tests
-Essays on Who is to Blame for the Titanic,
- Malala and Titanic Research projects

RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Students will be able to...

-Determine the central ideas or themes within a text through discussion and reading comprehension.

-Discussion of ideas and cite where specific information is found.

-Theme
-Discuss
-Details/descriptions
-Analyze
-Test
-Reference
-Cite
-Summarize

-Text dependent questions
-Chapter quizzes
-Graphic Organizers
-Discussions
-Individual chapter summaries
-Malala Double Entry Journals

- End of unit tests
-Essays on Who is to Blame for the Titanic,
- Malala and Titanic Research projects
- Malala open ended response questions.

RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Students will be able to...

-Describe through summary and citing evidence how a story unfolds (chapter-by-chapter, organization of details)
-How do the characters

-Summarize
-Citation
-Plot
-Character
-Analyze
-Plot diagram
-Rising action
-Climax

-Text dependent questions
-Chapter quizzes
-Graphic organizers
-Class discussions
-Malala Double Entry Journals
-Titanic Timeline Project

- End of unit tests
-Final essays (A Wrinkle in Time thesis essay for character analysis
Research projects (Titanic)

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
	progress throughout the story/plot.	-Falling action -Resolution -Timeline		
Craft and Structure				
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Students will be able to... -Determine the meaning of words in phrases through connotative and figurative meanings. - Understand the impact an author's vocabulary has through their language and tone.	-Tone -Meaning -Figurative meaning -Literal meaning -Connotative -Analyze -Cohesion	-In-class reading activities -Text based vocabulary assessments (Titanic, Malala) -Text dependent questions	-Book tests for each assigned text -Vocabulary work with Pashtun words (Malala) -Titanic vocabulary tests/quizzes on technical terms
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Students will be able to... -Analyze the structure of an informational texts. -Pick out important information from a text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole piece.	- Nonfiction text features (captions, headings, images, labels etc.) - Charts - Sequence - Headings	-Class discussions on key elements/events from informative texts. - Nonfiction text feature "book" hunt.	-Socratic Seminars on important passages (Part 2 of I am Malala, Titanic Ch 6/7). - End of unit tests -Nonfiction text feature assessment

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
<p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - determine the difference between first second and third person narration and point of view within a text. - analyze an author’s purpose for writing a particular piece of writing (to inform, entertain or explain) 	<ul style="list-style-type: none"> - Point of view - First person point of view - Second person point of view - Third person point of view - Author’s purpose - Speaker - Voice 	<ul style="list-style-type: none"> - Class discussions on key events and issues in informational texts. - Malala reflection journal entries -Exit tickets from class 	<ul style="list-style-type: none"> -Graded Double entry journals for I am Malala -Titanic End of Unit test - (Why tell the story/learn about Titanic?)
Integration of Knowledge and Ideas				
<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> -utilize a variety of resources about a subject and better understand it. - interpret various media, film, interviews and documentaries graphs, figures and other various forms of information to support understanding a related topic. 	<ul style="list-style-type: none"> -Compare -Contrast -Media -Interview -Documentary 	<ul style="list-style-type: none"> -Jon Stewart Interview with Malala Yousafzai activity/reflection. -Introductory lesson to I am Malala -poster creation and reflection. -Documentary vs Movie comparison activity. -Article/text comparison activity (Titanic/Malala) 	<ul style="list-style-type: none"> -Text dependent open response questions for Titanic and I am Malala. -Titanic Research projects. -Malala research projects. -Book jacket project
<p>RI.6.8 Trace and evaluate the argument and specific</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify the basis of an argument and supports 	<ul style="list-style-type: none"> -Argument -Claim -Text Evidence 	<ul style="list-style-type: none"> -Text dependent questions -Venn Diagrams 	<ul style="list-style-type: none"> -Informational Text based essays (Titanic - Who to blame for sinking/What can

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	that an argument would need to be persuasive or not. -identify ways to improve the support and reasoning of various claims and statements.	-Citation -Speaker -Quote -Parenthetical	-Writing assignments for I am Malala/Titanic	we learn from tragedy?) (Malala - Can young people make a difference?/ What is a culture?) -Socratic Seminar related to unit thematic essential questions for Titanic/Malala
RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Students will be able to... - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	-Genre (historical fiction, realistic fiction, drama, biography, nonfiction, documentary, short stories, poetry etc.). -Blog -Prose	-Venn Diagrams -He Named me Malala documentary / Titanic documentary comparisons. -NEWSELA/Malala articles	-Independent Reading Projects -Text Dependent Essays -Research projects (Malala/Titanic) -Documentary reflection -Assessment on genre (Unit E)
Range of Reading and Level of Text Complexity				
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffold as needed at the high end of the range.	Students will be able to... -Read and comprehend complex literary and informational texts independently and proficiently.	-Scaffolding -Text complexity	-Use of graphic organizers. -Text dependent question packets of various genres -Book review to determine difficulty	-All assignments rooted in Units A-H reflect this standard’s aims.

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
---------------------------------------	-----------------	---------------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

Language: Conventions of Standard English
--

<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6.1a, L.6.1b, L.6.1c, L.6.1d, L.6.1e)</p> <p>Voyages Units 1, 2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and explain the function of pronouns and their proper case (subjective, objective and possessive). ● Identify and explain the function of intensive pronouns. ● Recognize appropriate and inappropriate shifts in pronoun usage. ● Recognize and correct vague pronouns. ● Use proper punctuation (commas, parentheses, dashes) ● Identify and correct incorrect variations of writing and use strategies to improve expression of conventional language. 	<ul style="list-style-type: none"> ● Subjective pronouns ● Objective pronouns ● Possessive Pronouns ● Intensive Pronouns ● Subject-Verb Agreement ● Commas ● Dashes ● Parentheses ● Revise ● Edit ● Draft 	<ul style="list-style-type: none"> ● Daily exercise practice ● Nightly practice pages ● Small group centers with teacher to identify potential learning gaps. ● Quizzes on material generated by students. ● Exit Tickets at the end of class ● Exercises related to content in the following: <p>Correlates to Voyages In English (2006 Ed.) Unit 1 - Lessons 1.1-1.11 Unit 2 - Lessons 2.1-2.11 Unit 3 - Lessons 3.1-3.11 Unit 4 - Lessons 4.1-4.16 Unit 5 - Lessons 5.1-5.6</p>	<p>Unit Tests (Covering all content taught in the unit)</p> <p>Quizzes (On some individual lessons/groups of lessons)</p> <p>Informal/Formal writing assignments where grammar/conventions is scored</p>
<p>L.6.2 Demonstrate command of the conventions of standard English</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify use proper punctuation to set off nonrestrictive and 	<ul style="list-style-type: none"> ● Period ● Exclamation point ● Question mark ● Capital letter 	<ul style="list-style-type: none"> ● Daily Sentence Fix its ● Daily exercises found within Voyages text. ● Exit tickets 	<p>Writing (12 pieces) where spelling, capitalization and punctuation are a scored category.</p>

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
---------------------------------------	-----------------	---------------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

<p>capitalization, punctuation, and spelling when writing. (L.6.2a, L.6.2b)</p>	<p>parenthetical elements.</p> <ul style="list-style-type: none"> Students will produce work that features correctly spelled words. 	<ul style="list-style-type: none"> Spelling Parentheses Dashes Commas Peer edit 	<ul style="list-style-type: none"> Peer Editing sheets <p>Correlates to Voyages In English (2006 Ed.) Unit 1 - Lessons 1.7-1.9 Unit 3 - Lesson 3.11 Unit 5 - Lesson 5.6 Unit 7 -7.2, 7.4</p>	<p>Weekly vocabulary assessments (writing sentences using word)</p> <p>Conventions Formal Assessment where students must fix incorrect usage of capitals, spelling and punctuation and discuss how to revise written work.</p>
---	--	--	---	--

Language: Knowledge of Language

<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3a, L.6.3b)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand the importance of sentence variety and its contributions to good quality writing. Choose and use a strategy to decipher ways to improve sentence variety in a writing sample. Identify the differences between informal and formal writing. Identify the differences between tone and style. 	<ul style="list-style-type: none"> Sentence variety Informal tone Formal tone Informal style Formal style 	<ul style="list-style-type: none"> Small group centers with teacher reviewing writing (sentence variety). Nightly practice pages Quizzes on material generated by students. Exit Tickets Exercises related to content in the following: <p>Correlates to Voyages In English (2006 Ed.) Unit 1 - Lessons 1.1-1.11 Unit 2 - Lessons 2.1-2.11 Unit 3 - Lessons 3.1-3.11 Unit 4 - Lessons 4.1-4.16 Unit 5 - Lessons 5.1-5.6</p>	<p>Writing (4 pieces) where sentence variety, tone and style are a scored category.</p> <p>Weekly vocabulary assessments (writing sentences using word)</p> <p>Conventions Formal Assessment where students must fix incorrect usage of capitals, spelling and punctuation and discuss how to revise written work.</p>
---	--	--	--	--

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
---------------------------------------	-----------------	---------------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

Language: Vocabulary Acquisition and Use

<p>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. (L.6.4a, L.6.4b, L.6.4c, L.6.4d)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use a wide variety of strategies to (context clues, meaning of word, dictionary, word's position in a sentence) to determine the meaning of an unknown word. Understand and use Greek and Latin roots in order to give clues to word meanings. Properly use and locate words in a dictionary (both text and online) to understand how to pronounce unknown words and to decipher their meanings. Use skills to determine if the inferred meaning of a word is accurate. 	<ul style="list-style-type: none"> Context clues Greek roots Latin roots Definition Synonym Antonym Inference Affixes Prefixes Suffixes Roots Dictionary Thesaurus 	<ul style="list-style-type: none"> Nightly vocabulary homework pages (Vocabulary in Action Level F) Greek and Latin root challenge pages Dictionary usage in class and during take home projects to find definitions of unfamiliar words. Use context clues to decipher the meaning of a word during reading of a text. 	<p>Greek/Latin root classroom activity tree</p> <p>Weekly vocabulary quizzes (15 lists and 3 unit tests).</p> <p>Writing (4 pieces) where vocabulary/word choice is a scored category.</p> <p>Independent Reading Projects, where vocabulary from text is incorporated.</p> <p>Vocabulary challenge exercises.</p>
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate understanding of relationships and meanings of and between words. 	<ul style="list-style-type: none"> Figurative Language Simile Metaphor Personification Hyperbole Allusion 	<ul style="list-style-type: none"> Weekly Vocabulary quizzes Exit Tickets Poetry Unit In class text analysis where students are 	<p>Poetry Unit Final Assessment</p> <p>Poetry portfolio</p> <p>Narrative writing essays</p>

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
---------------------------------------	-----------------	---------------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
<p>nuances in word meanings. (L.6.5a, L.6.5b, L.6.5c)</p>	<ul style="list-style-type: none"> Understand various elements of figurative language (simile, metaphor, personification) and incorporate them into their writing. Use related words and connotation/denotations to improve and aid comprehension and writing word usage variety. 	<ul style="list-style-type: none"> Idiom Homograph Synonym Antonym Connotations Denotations Symbol 	<p>asked to hunt and find examples of figurative language found within a set range of pages.</p>	<p>(2) where elaboration and figurative language are used.</p> <p>Vocabulary Weekly (15) and Unit Tests (3) that require students to determine the relationship between words.</p> <p>Weekly Vocabulary Challenge activities.</p>
<p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Acquire new content and academic vocabulary terms. Apply skills to select an appropriate word to enhance expression (through speaking or writing) or comprehension of a text. 	<ul style="list-style-type: none"> Vocabulary Synonym Antonym Part of speech Definition Student friendly definition 	<p>Daily vocabulary practice pages</p> <p>Exercises from Voyages text and Exercises in English.</p> <p>Subject Verb Agreement lessons.</p>	<p>Writing prompts throughout the year that incorporate the inclusion of new vocabulary words.</p> <p>Graded Practice Powers combining vocabulary and grammar skills.</p>

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
--------------------------------	----------	--------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

Appendix: Assessments

1. **Exit tickets:** Students use a post-it to answer a question or respond to a prompt based on the day's lesson. Post-its are stuck to the "What stuck with you today?" door as the students leave.
2. **Vocabulary Challenges:** Students complete one-page writing prompts, incorporating, identifying, and labeling a specific grammar concept. For example, "Write one page about a time you were scared. Incorporate and label at least 4 transitive verbs and 4 intransitive verbs."
3. **Student-Created Quizzes:** Students create quizzes and answer sheets for an assigned section of the grammar textbook. In class. Students exchange quizzes with a partner for practice, "grade" each other, and review together.
4. **Unit Tests:** All tests are created by the teacher based on exercises from Voyages in English Text.
5. **Vocabulary in Action Workbook Units:** Over the course of a week, students complete a unit in their workbooks. On Friday, workbooks are reviewed as a class and a one-page composition using the words is collected. The following week, students are quizzed on the words.
6. **Greek/Latin root classroom activity tree:** Students will work together to construct meaning of popular greek and latin roots and stem them together using leaves in the classroom to create stems of greek and latin roots.

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
--------------------------------	----------	--------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

Writing

Text Types and Purposes

<p>W.6.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. (6.1a - e)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand the basis of an argument, establish a point of view and defend it with evidence. Craft a thesis statement that identifies their position on a topic and/or purpose of a letter. Maintain and follow a formal tone/style of writing. Craft a creative hook/opening and effective closing statement to their audience. 	<ul style="list-style-type: none"> Argument Closing statement Interesting hook Letter format Ethos, Pathos, Logos 	<p>Journal entries related to argument writing, current event/civics/topical writing (Ex: <i>Should NFL ban players who kneel?</i>)</p> <p>Text dependent long response questions either handwritten, or electronically submitted on Google Classroom (Ex: <i>Is Malala's father foolish for allowing Malala to continue to speak out for girls' education, even though there was a chance she could be injured?</i>)</p> <p>Activities in Voyages In English (2006) Unit on Argumentative Writing.</p> <p>Poetry Analysis - What is the message of a selected poem? Prove using evidence from the poem.</p>	<p><u>Formal Writing Assignments</u></p> <p>1. <u>Argument Bus. Letter</u> - Students will craft a letter to teacher/principal regarding how 3,000 dollars should be spent for student club, w. evidence/ research. Use Ethos, Pathos, Logos.</p> <p>2. <u>Titanic Essay - Who is to Blame?</u> Students will select someone they think is most responsible for the sinking of the Titanic and present evidence as to why the person is to be blamed.</p> <p>3. <u>IRP Term Three - Pizza Box Project</u> - Students will select a theme of an independently read book and craft an essay that defends why the theme fits.</p> <p>4. <u>Mother to Son Response</u> What is the theme? Defend.</p>
---	--	--	--	---

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
<p>W.6.2 Write informative/ explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6.2a-f)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain thoughts and information clearly and effectively through writing. ● Organize information in logical and sequential order and produce writing based on the organization and plan. ● Craft a biography of an important American and report factual information through credible sources. ● Identify key elements of a five paragraph essay and how they work together to communicate a single idea. 	<ul style="list-style-type: none"> ● Essay ● Heading ● Biography ● Chronological Order ● Graphic Organizer ● Thesis statement ● Transition words/phrases ● Formal tone ● Informal tone 	<p>Journal entries explaining information (Ex. <i>Explain how you get to school in the morning.</i>)</p> <p>Text based Written Responses - (Ex. <i>Explain what you think the greatest conflict in AWIT is?</i>)</p> <p>Activities in Voyages In English (2006) Unit on Explanatory/Informative Writing.</p>	<p><u>Formal Writing Assignments</u></p> <ol style="list-style-type: none"> 1. <u>How - To Writing</u> - Students will write an article on how to survive a natural disaster, based upon research and pre-planned organization of the article. 2. <u>IRP Term 2</u> - Biography Students will craft a 5 paragraph essay about the major accomplishments of an important American. 3. <u>AWIT Essay</u> - Students will select and explain what three character traits Meg exhibits. 4. <u>I am Malala</u> - Quote Essay - Students will select three important quotes from I am Malala and explain why they are important to them. 5. <u>Movie/Film Writing</u> - Students will comp/contrast AWIT book and film.

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
				6. <u>IRP Term 1</u> - Students will write a book report to explain all about a book chosen and read in the science fiction/historical fiction genre.
<p>W.6.3 Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain their lives through the construction of narrative compositions. Write from the perspective of a character (third person) and from their own viewpoints (first person). Use and implement figurative language into their personal narratives. 	<ul style="list-style-type: none"> Figurative Language (simile, metaphor, personification, alliteration) Point of view First person Second person Third Person Narrative Narrator Character Protagonist/Antagonist 	<p>Creative writing assignments through vocabulary challenges (creating character voices and experiences through writing)</p> <p>Figurative Language assignment with Disney posters (Creating figurative language with images from Disney movies)</p> <p>Letter to my future self (End of year)</p> <p>Activities in Voyages In English (2006) Unit on Narrative Writing.</p>	<p><u>Formal Writing Assignments</u></p> <p><u>1. Personal Narrative</u> Students will craft and create a first person account of an important event in their young life.</p> <p><u>2. Moses' Mother</u> Students will craft an essay depicting the feelings experienced by Moses' mother or the pharaoh after discovering Moses in the Nile River as a child (also a Religion grade)</p> <p><u>3. Thank You Ma'am</u> - Students will write a letter to Ma'am 20 years in the future, using details from the story/narrative style.</p>

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard

Big Ideas / Objectives

Terms / Key Concepts /
Academic Vocabulary

Formative Assessments/
Classroom Activities

Summative Assessments

Production and Distribution of Writing

W.6.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

Students will be able to:

- Use and implement clear organization while writing for a variety of purposes (narrative, argument and explanatory).
- Consider task, audience and purpose when crafting and composing a piece of writing.

- Graphic organizers
- Style
- Audience
- Tone
- Essay structure

Writing conferences with teacher/peer.

Check of graphic organizers during the writing process.

All graded written work (both formally and informally assigned) is rooted in the six traits of writing, which includes Organization.

W.6.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Students will be able to:

- Move throughout the writing process, from pre-writing to publishing.
- Work with the teacher, or partner to edit conventional, ideological and organizational errors.

- Prewrite/brainstorm
- Revise v. edit
- Proofreading marks
- Peer edit

Writing conferences with teacher/peer.

Peer editing sessions with peers and teacher

All graded written work (both formally and informally assigned) is rooted in the six traits of writing, which includes Conventions/editing.

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
<p>W.6.6 Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use technology to move throughout the writing process and publish work. Learn how to type efficiently and rapidly while writing (with Computer class) Collaborate and produce written essays and slides on Google. Use technology to research topics. 	<ul style="list-style-type: none"> Formatting Font Size Double space Indent Google Classroom Google Docs Google Slides 	<p>Formatting practice assignments. Use of Google Classroom/products to type, edit and publish papers.</p>	<p>All graded written work (both formally and informally assigned) is rooted in the six traits of writing, which includes Conventions rooted in technology (formal heading, font, size, formatting).</p>
Research to Build and Present Knowledge				
<p>W.6.7 Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use technology to conduct research on topics of interest. Consult reference materials (dictionary, encyclopedia, internet sources) and incorporate them into a written response. Cite a variety of sources correctly, following MLA formatting outlines. 	<ul style="list-style-type: none"> Encyclopedia Reference material Dictionary MLA Format 	<p>MLA formatting activities</p> <p>Writing conferences with teachers and peers</p> <p>Check ins during the writing process if needing to refocus the writing piece.</p>	<p>Hatchet research project - Students will research about the life of one of the animals featured in Hatchet.</p> <p>How to Writing - Students research how to survive a natural disaster and work to incorporate ideas from various sources.</p>

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
<p>W.6.8 When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Delineate a reliable source from a non-reliable source. • Paraphrase and directly cite textual evidence from a novel, article, internet source etc. • Learn the differences between paraphrasing from a work and directly quoting from it. • Understand the harm /dangers of plagiarism and how to avoid doing it in their writing. • Learn how to use MLA format to correctly produce a bibliography for a piece of writing. 	<ul style="list-style-type: none"> • Credible source • Non-credible source • Slander/Libel • Bibliography • Works Cited • Paraphrase • Cite • Plagiarize • MLA format • Parenthetical citation 	<p>Whole class instruction and lessons on plagiarism/ copying work.</p> <p>Practice activities citing MLA format and creating a works cited page.</p> <p>Using evidence in each Literature unit to respond to text based questions</p>	<p>All graded written work (both formally and informally assigned) is rooted in the six traits of writing, which includes Content/Ideas rooted in the citation of various pieces of textual evidence.</p> <p>Research project - Hatchet: Students will research about a important member/group of the Titanic's sinking and report on their contributions to the ship's construction or sailing. Students will need to gather and assess the validity of several primary and secondary sources.</p>
<p>W.6.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Provide accurate and relevant supporting evidence to a claim. • Use text based evidence to reflect on a central theme or idea in a text. 	<ul style="list-style-type: none"> • Interpretation • Research • Evidence • Support a claim 	<p>Using evidence in each Literature unit to respond to text based questions that require deep thinking (interpretation, reflection and application of skill).</p>	<p>All graded written work (both formally and informally assigned) is rooted in the six traits of writing, which includes Content/Ideas rooted in the citation of various pieces of textual evidence.</p>

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
Reading Literature or Reading Informational Text as needed.	<ul style="list-style-type: none"> Use evidence to draw conclusions about literary based themes (literature) and factual conclusions (informational text). 		Activities in Voyages In English (2006) Unit on supporting claims.	
Range of Writing				
<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Build writing stamina in order to write for varying lengths. Write for an extended period of time, using strategies to plan and execute their writing. 	<ul style="list-style-type: none"> Writing stamina Time frames Extended response Short response 	<p>Graded and non graded timed writing assignments that allow for revision of error.</p> <p>Journal entries and vocabulary challenges that are written over the course of two days/revisions.</p>	<p>All graded written work (both formally and informally assigned) is rooted in the six traits of writing, which includes focus on various forms of writing (letters, essays, analysis essays, business letters, journal entries etc.) that take place over varying time frames (day to weeks)</p>

Curriculum Map

Subject: English Language Arts	Grade: 6	Teacher: Mr. Grant Kuehl
---------------------------------------	-----------------	---------------------------------

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

Speaking and Listening (SL)

Comprehension and Collaboration

<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Contribute meaningfully to class, small group and partner discussions by remaining engaged and actively participating. Build on a comment from a peer and elaborate, extend and contribute new ideas. 	<ul style="list-style-type: none"> Discussion Turn and Talk Class participation 	<p>Class discussions with peers, teachers, and partners.</p> <p>Daily religion class discussions about morning prayer/announcements and/or text reading.</p>	<p>Students are graded at the end of each month of the year on a class participation rubric.</p> <p>Socratic seminar on I am Malala</p>
<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> use knowledge of a concept and be able to apply new skills presented in a variety of different ways. 	<ul style="list-style-type: none"> Infer Media 	<p>Video response - Students watch videos with Mrs. Sears (SEL) and write responses to what they view.</p> <p>Compare reading Thank You Ma'am to listening to various interpretations of the text.</p> <p>Listen to audiobook of Hatchet while reading to better hear/interpret the wilderness around Brian.</p>	<p>Malala Nobel Prize speech- Students read speech and respond to how Malala's character/traits shines through her Nobel prize speech.</p> <p>Writing responses to audiobooks/videos and how they can help us visualize/hear a way an author intends for us to hear things.</p>

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
----------	------------------------	--	---	-----------------------

<p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> listen to a speaker and understand what their message is and if it is true or false. 	<ul style="list-style-type: none"> Libel Exaggeration Fact vs. fiction Evidence based claim Ethos Pathos Logos 	<p>Ethos, Logos, Pathos with commercials lesson</p>	<p>Ethos Logos, Pathos writing assignment where students are asked to create a real research based report on an item and fake research on a certain product; then present both to a partner to see if they can see which is true.</p>
---	--	---	---	---

Presentation of Knowledge and Ideas

<p>SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Present ideas, claims and research to peers and teachers. Use appropriate volume, body language and eye contact while presenting information. 	<ul style="list-style-type: none"> Presentation Eye contact Speaking volume Body language 	<p>Observations from small group centers that ask students to work individually or together to present and share information.</p>	<p>Various presentations throughout the school year including all independent reading projects, Hatchet projects and Titanic projects.</p> <p>Performing The Phantom Tollbooth scenes in Literature Unit H</p>
--	--	---	---	--

Curriculum Map

Subject: English Language Arts

Grade: 6

Teacher: Mr. Grant Kuehl

Standard	Big Ideas / Objectives	Terms / Key Concepts / Academic Vocabulary	Formative Assessments/ Classroom Activities	Summative Assessments
<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create and produce slideshows, posters and presentations to present information. 	<ul style="list-style-type: none"> • Presentation • Graphics • Slideshow • Images/Charts 	<p>Google Slideshow /Hyperdoc for various novels (Great Wall of LW/Hatchet/Titanic)</p>	<p>Independent Reading Projects (all terms)</p> <p>Science Projects (Science)</p>
<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use the English language for a variety of speaking centered activities such as presentations, acting scenes or reading poetry. • Differentiate between using English for informal conversations and formal presentations. 	<ul style="list-style-type: none"> • Formal discussion • Informal discussion 	<p>Model teacher inflection during reading of poetry/ figurative language lessons and play unit (Unit H).</p> <p>Spelling Bee (preliminary rounds)</p> <p>Reading aloud of vocabulary challenges</p>	<p>Graded presentations for independent reading projects</p> <p>Graded participation in socratic seminars</p>