



**CCSS English Language Arts: Grade 6
Quarter 2 Curriculum Map**

2013-14

Standards	Academic Vocabulary	Instructional Activities/Strategies	Resources	Assessments	Notes
<p>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).</p>	<p>compare/contrast describe Venn diagram tone roots prefix suffix etymology transitions delineate informative explanatory text context predict point of view simultaneous reveal limit folk tale pourquoi folklore</p>	<p>Read (aloud, individually, in small groups)/observe/analyze piece of text (individually, whole-group, small group)</p> <p>Close Reading (annotating, Discussing, Scanning key words, Responding to text-dependent questions, student-generated questions) of Text</p> <p>Compare/contrast specific event</p> <p>Discussion (whole group & small group)</p>	<p>Literary Text: “Favorite Folk Tales From Around the World” –Jane Yolen “Just So Stories”—Rudyard Kipling “American Tall Tales” –Mary Pope Osborne “Talking Eggs” –Robert San Souci “Heroes, Gods, and Monsters of Greek Myths” – Bernard Evslin “Lightning Thief: Percy Jackson and the Olympians” – Rick Riordan “Roman Myths” –Geraldine McCaughrean “La Llorona” –Joe Hayes (Various Joe Hayes titles) “Twelfth Song of Thunder” – (poetry) Navajo Traditional “Red Pyramid” –Rick Riordan</p> <p>Informational Text (Non-Fiction) “You Wouldn’t like to be a Slave in Ancient Greece: A Life You’d Rather Not have” –Fiona MacDonald “You Wouldn’t Want to Live in Pompeii: A Volcanic Eruption You’d Rather Avoid” –John Malam “You Wouldn’t Want to be a Roman Soldier: A Barbarian You’d Rather Not Meet” – David Stewart “Golden Tales: Myths, Legends, and Folk Tales from Latin America” – Lulu Delacre</p> <p>Art, Music & Media: Marble portrait of Emperor Augustus Louvre.frselections (website) “Just so Stories” audiobook (freeclassicaudiobooks.com) www.slideshare.net/amie2372/elements-of-a-folktale www.Prezi.com/thvj4dyldkap/elements-of-folktales/ www.americanfolklore.net</p>	<p>Venn diagram CFA Exit Ticket Whole group/Small group discussion Journal responses</p>	<p>Within resources, only one author/story has been cited (in some cases).</p>



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			<p>Cinderella stories compared</p> <p>SpringBoard: “How Fire Came to the Six Nations” – An Iroquois Tale “The Gathering of the Wild Animals” –A Folk Tale “Persephone” – Alice Low</p> <p>Common Core Curriculum Maps In ELA grades 6-8 (ISBN: 978-1-118-10821-5) (resource section (sample activities)) Unit 2: “Folklore: A Blast From the Past”</p> <p>Reading Street: Unit 2, Vol.1: “The Emperor’s Silent Army” “From China to America: My Story” “Armchair Archeology” “Living and Growing in China” “Archeology in China” “The Chinese Struggle to America: An Immigration History” “Buried Treasure”</p> <p>Prentice Hall Text: “Orpheus” “The Gorgon’s Head” “Arachne” “Dog of Pompeii”</p> <p>Poetry: “Reading Poetry in the Middle Grades” – Paul B. Janeczko: “When it is Snowing” –Siv Cedering “A Poison Tree” – William Blake “The Wreck of Hesperus” –Henry Wadsworth Longfellow “Every Cat Has a Story” –Naomi Shihab Nye</p>		



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<p>W6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>inform explain organize analyze convey web rough draft final writing process explanatory informative</p>	<p>How to prompts</p> <p>Create ‘How To’ report on a multi-step process learned in any other class (published in students’ choice of media)</p> <p>Paired writing</p> <p>4 Square writing process</p> <p>Rewrite fairy tales</p> <p>Create original informative/explanatory composition</p> <p>Edit (Small group, Individually)</p> <p>Teacher modeling</p>	<p>Four-square 6 + 1 Traits Exemplar Written Pieces Reading Street: Unit 2 “Writing, Podcasting, and How to report”</p> <p>Website Links: http://tinyurl.com/bttextbook http://pinterest.com/alwayslearning/literacy-affixes-roots-vocabulary-building/</p>	<p>Essays</p>	
<p>W6.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>cause effect compare contrast strategy vocab</p>	<p>Research report</p> <p>Multi-media presentation</p>	<p>Graphic organizers</p>	<p>Power points</p>	



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W6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	develop relevant primary and secondary sources	Quotation lessons	textbook	Test, lessons	
W6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.	transition relationship	R.A.C.E (restate, answer, cite, extend/explain)	Transition handout Four-square	Short R.A.C.E. essay	
W6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	precise domain-specific	Essays Stories	Writing notebook	essay	
W6.2.e. Establish and maintain a formal style.	style audience tone	Formal letter writing		letters	
W6.2.f. Provide a concluding statement or section that follows from the information or explanation presented.	conclusion	Writing process	Four-square 6 + 1 Traits		
SL6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	argument claim support reason evidence source data	Writing process	Class discussion Group discussion http://learnzillion.com/lessonsets/268-6th-grade-argumentative-writing-crafting--an-argumentative-essay	Article	
L6.3. Use language to enhance meaning, convey style, and	style	Teacher read aloud			



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achieve particular effects when writing or speaking.					
L6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.*	audience vary	Count sentences Diagram sentences	<i>Reading Street</i> : Unit 1 Weeks 1-4		
L6.3.b. Maintain consistency in style and tone.*	consistency style tone formal informal	Fiction short story SOAPSTone (Speaker Occasion Audience Purpose Subject Tone) SIFTT (Symbol Images Figures of Speech Tone Theme) Peer Edit Self-Edit	<i>Reading Street</i> : Unit 6 Volume 2		
L6.4. 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.	context many over year	Weekly vocab list	Vocabulary book Word of the day Dictionary, Thesaurus, Spelling Ace <i>Reading Street</i> : Word Structure: Greek and Latin Roots --Unit 1 Week 2, Unit 2 Week 6, Unit 2 Week 10 Vocabulary Map www.enchantedlearning.com/graphicorganizers/vocab/ http://pinterest.com/search/pins/?q=vocabulary%20map		
L6.4.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.	root many	Read aloud and class discussion			
L6.4.b. Use common, grade-appropriate Greek or Latin affixes	clarity precise				



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and roots as clues to the meaning of a word (e.g., audience, auditory, audible).					
L6.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		R.A.C.E. KIM (Keyword Information Memory Clue)	Dictionary Thesaurus		
L6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	preliminary	K.I.M. (Keyword Information Memory Clue)			



LCPS 6-12 Grade English Language Arts Unit Plan

Quarter: 2	Suggested #of Days for Unit: Full 9 weeks	Grade Level: 6th Grade
Unit Theme: “Blast From the Past” Essential Question(s): How is folklore simultaneously revealing and limiting?		CCSS Standards: (What should students know and be able to do?) The students will:
Unit Focus Areas: Reading Focus- Literature and/or Informational Texts Writing Focus- Argumentative, Informative-Explanatory, and/or Narrative Listening/Speaking Focus-Comprehension, Collaboration, Presentation Language Focus-Conventions, Application, Vocabulary		RI 6.9: Compare and contrast one author’s presentation of events with another’s
Essential Question and/or Learning Targets: Learning Targets: <ol style="list-style-type: none"> 1. Read, compare, and contrast myths, legends, and tall and pourquoi tales from a variety of countries/cultures 2. Compare and contrast one author’s presentation of events with that of another. 3. Compose your own myth, legend, tall tale, or pourquoi tale, exhibiting the form’s essential characteristics. 4. Compare and contrast the reading of a story to an audio version. 5. Research a current social studies ancient civilization. Compare what you have learned in Social Studies with what you’ve learned from the folklore about that civilization’s culture. 		W 6.2: Write informative/explanatory text to examine a topic <ol style="list-style-type: none"> a. Introduce a topic b. Develop the topic with relevant facts c. Use a variety of transitions d. Use precise language and domain specific vocabulary e. Establish and maintain a formal style f. Provide a conclusion SL 6.3: Delineate a speaker’s argument and specific claims



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	<p>L 6.3: Use knowledge of language and conventions in writing, speaking, reading or listening</p> <ul style="list-style-type: none">a. Vary sentence patterns for meaning, reader/listener interest, and styleb. Maintain consistency in style tone <p>L 6.4 Determine meaning of unknown and multiple-meaning words</p> <ul style="list-style-type: none">a. Use contextb. Use common Greek or Latin affixes and rootsc. Consult reference materialsd. Verify the preliminary determination of the meaning of word or phrase
<p>Assessment Strategies: (How will the students and I know when they are successful?)</p> <p><i>Pre-Assessment:</i> Anticipatory set listing three examples of folktales. Stand up, Hand up, Pair up—Sharing with partner/whole group discussion.</p> <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none">1. Journal Responses2. Writing of myth3. How-to-essay4. Venn Diagrams/Literary Response	<p>Academic Vocabulary:</p> <p>Simultaneous Reveal Limit Compare/Contrast Describe Venn Diagram Tone</p>



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<p>5. ACE Responses 6. Research Project</p> <p><i>Summative Assessment:</i></p> <p>1. CFA 2. Discovery Testing</p>	<p>Roots Prefix/Suffix Etymology Transitions Delineate Informative Explanatory Text Context Predict Point of View Pourquoi Folktale Folklore</p>
<p>Learning Experiences: (What learning experiences will facilitate their success?)</p>	<p>Resources (Title and Genre):</p> <p><u>Literary Text:</u> “Favorite Folk Tales From Around the World” –Jane Yolen “Just So Stories”—Rudyard Kipling “American Tall Tales” –Mary Pope Osborne “Talking Eggs” –Robert San Souci “Heroes, Gods, and Monsters of Greek Myths” – Bernard Evslin “Lightning Thief: Percy Jackson and the Olympians” – Rick Riordan “Roman Myths” –Geraldine McCaughrean “La Llorona” –Joe Hayes (Various Joe Hayes titles) “Twelfth Song of Thunder” – (poetry) Navajo Traditional</p>



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“Red Pyramid” –Rick Riordan

Informational Text (Non-Fiction)
“You Wouldn’t like to be a Slave in Ancient Greece: A Life You’d Rather Not have” –Fiona MacDonald
“You Wouldn’t Want to Live in Pompeii: A Volcanic Eruption You’d Rather Avoid” –John Malam
“You Wouldn’t Want to be a Roman Soldier: A Barbarian You’d Rather Not Meet” – David Stewart
“Golden Tales: Myths, Legends, and Folk Tales from Latin America” – Lulu Delacre

Art, Music & Media:
Marble portrait of Emperor Augustus
Louvre.frselections (website)
“Just so Stories” audiobook (freeclassicaudiobooks.com)

Cinderella stories compared

SpringBoard:
“How Fire Came to the Six Nations” – An Iroquois Tale
“The Gathering of the Wild Animals” –A Folk Tale
“Persephone” – Alice Low

Common Core Curriculum Maps In ELA grades 6-8
(ISBN: 978-1-118-10821-5)



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(resource section (sample activities)) Unit 2: “Folklore: A Blast From the Past”

Reading Street:

Unit 2, Vol.1: “The Emperor’s Silent Army”
“From China to America: My Story”
“Armchair Archeology”
“Living and Growing in China”
“Archeology in China”
“The Chinese Struggle to America: An Immigration History”
“Buried Treasure”

Prentice Hall Text:

“Orpheus”
“The Gorgon’s Head”
“Arachne”
“Dog of Pompeii”

Poetry:

“Reading Poetry in the Middle Grades” – Paul B. Janeczko:
“When it is Snowing” –Siv Cedering
“A Poison Tree” – William Blake
“The Wreck of Hesperus” – Henry Wadsworth Longfellow
“Every Cat Has a Story” – Naomi Shihab Nye

Websites/Links:

<http://tinyurl.com/bttextbook>



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<i>Activities/Lesson</i>	<i>Depth of Knowledge</i>	<i>Instructional Strategies</i>	<i>Differentiated Instruction (Sped, Gifted, ELL)</i>
<p>Anticipatory Set: List 3 familiar folktales; Standup, Hand up, Pair up-share lists with partner and whole group; create visible class list of folktales to use for future discussions.</p>	<p>Level 1/Pre-assessment</p>	<p>Generate a list Standup, Hand up, Pair up-share lists with partner and whole group create visible class list of folktales</p>	<p>Sped: Modifying as per individual's IEP, working with SPED teachers/case managers, focusing on individual and/or small group needs ELL: Within each lesson focusing on Reading, Writing, Listening, and Speaking domains for Language acquisition Gifted: Individual IEP's will dictate acceleration SPED, ELL and Gifted students will</p>



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			have books provided at their appropriate reading level
<p>Introductory Activity: Teacher reads orally a favorite folktale (ie. Talking Eggs) to review elements of folktales, discuss folklore in general, and will describe expectations of journal entries. Teacher presentation of what folklore elements. Teacher will also review group discussion guidelines.</p>	Level 1	<p>Oral Reading Class Discussion Powerpoint/Prezi Presentation www.slideshare.net/amie2372/elements-of-a-folktale www.wiki.bssd.org/images_up/6/6d/Elements_of_Folktales.com www.prezi.com/thvj4dyldkap/elements-of-folktales www.rvwolverines.org/common/pages/DisplayFile.aspx?itemId=13994209 www.americanfolklore.net *ELL: www.aprenderespanol.org</p>	
<p>1.Listen to/view/ read two or more different authors' versions of "La Llorona"</p> <p>2.Student share their known version of La Llorona</p> <p>3.Venn Diagram created as a class, based on two of the versions given.</p> <p>4. Model and teach annotating Text notes. Provide different titles of folklore to groups in class to read and</p>	Level 2	<p>1.YouTube "La Llorona (The Weeping Woman)" and http://www.literacynet.org/ (La Llorona- A Hispanic Legend-Joe Hayes version) www.texashillcountry.com (The many legends of La Llorona by C.F. Eckhardt)</p> <p>2.Oral presentation</p> <p>3.Model Venn Diagram</p> <p>4.Whole group; Small Group provide verbal justification to whole groups, practicing citing</p> <p>5.Collaborative Groups, presentations in creative format of choice; whole group</p>	



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<p>annotate for elements of folklore.</p> <p>5. Collaborative group-- write an original folktale and present to whole group</p>				
<p>1. Review Talking Eggs while completing the graphic organizer as a class. *(Copying from teacher model)</p> <p>2. As collaborative groups, students will add to their chart La Llorona</p> <p>*Graphic Organizer will include the following in the table (Title, Character, Setting, Country of Origin, Problem (that can't be solved), Hero (who solved the problem or explains the mystery), Ending, Characteristics unique to this country's folklore.)</p>	<p>Level 2</p>	<p>1. Organization/Classification as a whole group</p> <p>2. Organization/Classification in collaborative groups</p>		
<p>1. Read a variety of provided myths for classification, analysis, and relationships using annotation skills.</p> <p>2. Explore vocabulary</p>	<p>Level 4</p>	<p>1. Whole group/individually Graphic Organizer: Table (continuation) Annotation</p> <p>2. Whole group/small group Graphic organizer: Tree diagram http://pinterest.com/alwayslearning/literacy-affixes-roots-vocabulary-building/</p>		



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<p>within myths for etymology (Greek and Latin roots and affixes)</p> <p>3.Explore/Clarify/define any multiple meaning words addressed within the reading. Create/Use vocabulary maps for multiple meaning</p>		<p>3.Dictionary, Thesaurus, Spelling ACE, Internet sources http://www.enchantedlearning.com/graphicorganizers/vocab/ http://pinterest.com/search/pins/?q=vocabulary%20map</p>		
<p>1.Literature Circles read, compare, and contrast myths, legends, and tall and pourquoi tales from a variety of countries/cultures. Students will add to their Folklore graphic organizer.</p> <p>2.Introduce argument, claim, support, reason, and evidence. *Specify differences between argument writing and persuasion writing. Provide a basic example using folklore if possible. (editorials?)</p> <p>3.Partners will choose to be or not to be either a Greek or Roman Citizen. Students will write an argument providing claims that are supported by</p>	<p>1.Level 2 2.Level 2 3. Level 3</p>	<p>1.Group/Story Rotation Round Robin Reading Graphic Organizer: Table (Continue) Short Answer Prompt</p> <p>2. Whole Group/Graphic Organizer</p> <p>3.Small Group/Partner “You Wouldn’t like to be a Slave in Ancient Greece: A Life You’d Rather Not have” – Fiona MacDonald “You Wouldn’t Want to be a Roman Soldier: A Barbarian You’d Rather Not Meet” – David Stewart Graphic Organizers: http://pinterest.com/search/pins/?q=argumentative%20writing%20graphic%20organizers Multi-media http://learnzillion.com/lessonsets/268-6th-grade-argumentative-writing-crafting-an-argumentative-essay</p>		



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reasons and evidence.				
Research a current social studies ancient civilization. Compare what you have learned in Social Studies with what you've learned from the folklore about that civilization's culture.	Level 3	Individual task Writing process Student/Teacher Conferences Peer and Self Editing	Sped: ELL: Gifted:	
Teacher Notes: <i>What was successful? What will you add/change/delete next time?</i>				