

Griswold Middle School Grade 6 LA Curriculum Map

| Unit Title | Unit 1-Caring for Others | Unit 2-Responsibility & Loyalty | Unit 3-Past, Present, Future | Unit 4-Survival & Perseverance |
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| Unit Overview | An exploration of how we interact with others across cultures and the character traits demonstrated. Students begin the unit using an excerpt from <i>Old Yeller</i> to develop textual evidence based answers in regards to point of view, character traits, and story elements. These skills are then transferred to the additional stories as students develop their ability to identify explicit and implicit evidence, to peer edit responses, to self-critique their work, and begin exploring themes. Writing focuses on organization of informational and explanatory writing, as well as main idea and details. | An examination of the relationship between humans and animals with a focus on the responsibility needed to be a loyal caregiver. The module focuses on the text <i>Where the Red Fern Grows</i> while trying to understand the value of reading literature. Essential skills students develop throughout reading the novel and ancillary texts include theme and how it's unveiled, how tone and word choice impact the reader, and evaluating why authors write certain texts. Writing focuses on argumentative writing with an emphasis on stating claims and providing ample, relevant evidence to support claims. | An evaluation of non-fiction, science-fiction, fables, and dramatic texts for their insight into how they each demonstrate aspects of the human spirit. As a lead in to unit 4, unit 3 begins to unravel the human spirit. The texts delve into the aspects of exploring new frontiers, transitioning into adulthood, self-reflection on honesty and commitment, and interpersonal relationships with those close to us. Students utilize the texts to evaluate these aspects and realize their importance to ourselves and each other. Skill focuses include genres, text structure, and author's purpose. Writing focuses on narrative writings with an emphasis on dialogue, pacing, and description. | An investigation of the power of positive thinking and the role it, and other skills, play in survival. The module focuses on the physical, mental, and emotional aspects of survival addressed in the novel <i>Hatchet</i> . Students' skills focus on analyzing and synthesizing information from multiple texts, drawing conclusions about the characters actions as the plot unfolds, and determining the themes as well as interpreting how chapters interact in order to establish themes. Writing focuses on a research project that explores a physical, mental, or emotional aspect of survival. Students examine sources, gather information, paraphrase, and draw conclusions that will then be presented. |
| Duration | September-October | November-December-January | February-March | April-May-June |
| Priority Standards | <ul style="list-style-type: none"> ● Reading Closely ● Working with Evidence ● Informative/Explanatory writing <p>CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.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</p> <p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <ul style="list-style-type: none"> ● Determine Theme ● Argumentative Writing <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RL.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.</p> <p>CCSS.ELA-LITERACY.RL.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>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> | <ul style="list-style-type: none"> ● Evaluating Arguments ● Narrative Writing <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-LITERACY.RL.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.</p> <p>CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> | <ul style="list-style-type: none"> ● Integrating Information ● Research Process <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> |

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| Essential Questions | How can different points of view impact a story? How can we relate to other societies? | Why do we read fiction? Why do authors tell stories? What makes a story a classic? <i>How can people change over time?</i> | How can different genres express similar ideas? Why are certain themes timeless? | What is the value in research? How does research enrich our lives? <i>How do personal experiences change and shape us?</i> <i>What does it take for a person to survive in extreme circumstances?</i> |
| Scope and Sequence | Introduce Elements of Fiction: Character, Setting, and Plot??? | | Determine how Character, Setting, and Plot affect each other??? | <i>Evaluate the development of character, setting, and plot and how non-fiction and an author's research can authenticate each element???</i> |
| Instructional Strategies | Modeling Direct instruction of skill Whole class instruction Small group instruction 1 to 1 instruction Scaffolded responses Summarizing-Somebody Wanted But So Blue Ribbon Question of the Day Building Academic Vocabulary Annotating a Text <i>Citing text evidence: (explicit) According to the text (inference) From the text I can conclude</i> <i>Summarizing: GIST Statements, box and dots</i> <i>Vocabulary: Connect Two, Three, Four, Word Webs</i> | Discussion groups Scaffolded discussions Modeling Direct instruction of skill Whole class instruction Small group instruction 1 to 1 instruction Blue Ribbon Question of the Day Story Mapping Compare and Contrast Building Academic Vocabulary Figurative Language <i>Graphic Organizers:</i> <i>Story Mapping- Plot Diagrams</i> <i>Anticipation Guides</i> <i>Character Analysis - actions and quotes</i> <i>Vocabulary in context</i> | Modeling Direct instruction of skill Whole class instruction Small group instruction 1 to 1 instruction Scaffolded responses <i>Sentence Frames & Starters</i> Blue Ribbon Question of the Day Building Academic Vocabulary Text Structure <i>B/D/A Questioning Chart</i> <i>Question the Author (QtA)</i> | Discussion groups Scaffolded discussions Modeling Direct instruction of skill Whole class instruction Small group instruction 1 to 1 instruction Blue Ribbon Question of the Day Character Analysis & Development - <i>Read text in 1st person</i> Building Academic Vocabulary Figurative Language Analysis & Translation <i>Vocabulary acquisition strategies:</i> <i>Shades of Meaning</i> <i>Semantic Gradients</i> <i>Notice & Note Signposts</i> <i>Annotating Text</i> |
| Key Resources and Texts | <i>Old Yeller</i> by Fred Gibson (excerpt) <i>*The Last of the Old Time Cowboys</i> . Excerpt from <i>Cowboys of the Wild West</i> by Russell Freedman (Chapter 6, "The Last of the Old-Time Cowboys," pages 79-83). Ticknor & Fields, a Houghton Mifflin Company; ©1985. <i>Mother Fletcher's Gift</i> by Langston Hughes <i>* Six Practical Reason to Save Old Buildings</i> . Edited by Julia Rocchi and Steven Piccione; adapted from the article " <i>Nine Practical Reasons to Save Old Buildings</i> " by Jack Neely <i>*Harlem Renaissance</i> . The Reader's Companion to American History. Eric Foner and John A. Garraty, Editors. Copyright © | <i>Where the Red Fern Grows</i> by Wilson Rawls <i>*Meet Wilson Rawls</i> . Scholastic <i>*Service Dogs to the Rescue</i> by Dallas Morning News, adapted by Newsela staff. <i>*Wolves howl together, hunt together and, researchers say, yawn together</i> . Los Angeles Times, adapted by Newsela staff. <i>* For a dog, a simple stare shows love just like play and petting</i> By Scientific American, adapted by Newsela staff <i>Holes</i> by Louis Sachar <i>*About Louis Sachar</i> . Scholastic <i>*Basic Facts about Deserts</i> . http://www.defenders.org/desert/basic- | <i>Good-bye to the Moon</i> by Monica Hughes <i>*The Fun They Had</i> by Isaac Asimov <i>*All Summer in a Day</i> by Ray Bradbury <i>*Living on the Moon</i> . ReadWorks.org <i>*From the Earth to Outer Space</i> . ReadWorks.org <i>* What Would It Be Like to Live on the Moon?</i> by Joseph Castro, Space.com <i>*Preparing Your Child for a Move</i> , kidshealth.org <i>Into the Ice: The Story of Arctic Exploration</i> by Lynn Curlee <i>*Fridtjof Nansen - Biographical</i> , Nobelprize.org <i>* Robert Edwin Peary</i> , Biography.com <i>Juan Verdades: The Man Who Couldn't Tell a Lie</i> by Joe Hayes <i>*Aesop's Fables</i> <i>* The Coyote Under the Table</i> by Joe Hayes | <i>Hatchet</i> by Gary Paulsen <i>*Alaskan glacier giving up remains from transport plane crash in 1952</i> . By Anchorage Daily News, adapted by Newsela staff. <i>* Survival by the Numbers and What would Peter Do?</i> By Peter Kummerfeldt from OutdoorSurvival Inc. <i>* Man rescued after 66 days adrift at sea in his crippled boat</i> By Los Angeles Times, adapted by Newsela staff <i>* Spinner shark attacks Florida teen surfer</i> By Sun Sentinel, adapted by Newsela staff |

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| | <p>1991 by Houghton Mifflin Harcourt Publishing Company. All rights reserved.</p> <p>*The Harlem Renaissance (1917-1935). By Richard Wormser. http://www.pbs.org/wnet/jimcrow/stories_events_harlem.html http://www.pbs.org/wnet/jimcrow/stories_events_migration.html</p> <p><i>Hachiko</i> by Pamela S. Turner *<i>Modern-Day Hachikō: Dog Waits Over a Week for Its Owner in the Snow and Rain.</i> By: Philip Kendall Dec 14, 2012 *<i>New theory questions Hachiko's loyalty, says chicken tidbits the answer</i>" article. By Yuri Imamura.</p> <p><i>Egypt</i> by Ann Heinrichs *<i>Nefertari's Tomb.</i> By Alizah Salario. ReadWorks.org *<i>Ancient Egypt: Making Mummies.</i> ReadWorks.org {<i>Student Based Research via IConn.org</i>}</p> | <p>*<i>Desert: Arid, but Full of Life.</i> http://environment.nationalgeographic.com/environment/habitats/desert-profile/ **"Fast Track to "soft skills" helped students stay out of trouble". Newsela *<i>Right and Wrong.</i> Poem by Frederick Douglas Harper **"Opinion: Giving students a fresh start before college" by Kate Weisburd, The Marshall Project, adapted by Newsela. 07.26.16 "Taking writing to teens behind bars" Adapted by Newsela from the LA Times. 10.08.14</p> | <p>* <i>Finding Folktales to Tell, Storyarts.org</i> *<i>Arachne the Weaver, Readworks.org</i> <i>Deep-Sea Danger</i> by Judy Freed * <i>Platforms: Submersibles, Ocean Explorers, NOAA.org</i> * <i>Underwater Vehicles, Woods Hole Oceanographic Institute, WHOI.org</i></p> | |
| Assessments | <p>Fall Blue Ribbon Reading Street Weekly Tests Formative Writing Assessments Grammar Quizzes</p> | <p>Winter Blue Ribbon Where the Red Fern Grows Chapter Tests Vocabulary Quizzes Formative Writing Assessments</p> | <p>SBAC Reading Street Weekly Tests Formative Writing Assessments Grammar Quizzes</p> | <p>Spring Blue Ribbon Hatchet Chapter Tests Vocabulary Quizzes Formative Writing Assessments</p> |
| Performance Tasks | <p>Harlem Renaissance Activity</p> | <p>Students will analyze information from multiple sources to write an argument/persuasive essay to decide whether hunting should be made legal or not. Students will analyze a hypothetical scenario to to decide whether Billy made the correct decision to let the "Ghost" coon live. Students will write an argument/persuasive essay which includes consideration of the following: possible consequences, impact on future events and characters, as well as the resolution of the novel.</p> | <p>Salomon Andree Journaling Personal Narrative</p> | <p>Students will investigate a mental, emotional, or physical aspect of survival and create a short research project demonstrating their learning.</p> |
| Writing Tasks | <p>Writing Benchmark Quick Writes Informational Writing Constructed Responses</p> | <p>Quick Writes Chapter Tracker-Character, Setting, Plot Writing Constructed Responses Argument Writing</p> | <p>Writing Benchmark Quick Writes Point of View Writing - Personal Narrative, Poetry Salomon Andree Journaling Constructed Responses</p> | <p>Quick Writes Constructed Responses Point of View Writing - Journaling in 1st person (narrative) <i>Informational Writing - Survival Skills</i></p> |