

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does organizing events in sequence allow one to compare/contrast information?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1 st	<p>1A Listen to, read, react to, and interpret information</p> <p>1B1 Gather and use information for research and other purposes to interpret and synthesize information from a variety of sources</p> <p>1C Apply critical thinking skills to analyze information</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p> <p>3A Use language, literature, and media to understand various social and cultural perspectives</p> <p>3B Identify ideas to make connections among literary works</p>	<p>1A3 Explore expressive materials that are read, heard, or viewed</p> <p>1B1 Interpret and synthesize information from a variety of sources</p> <p>1B1b Restating and summarizing information</p> <p>1B1e Monitor comprehension</p> <p>1C1b Identifying and exploring the underlying assumptions of the author</p> <p>1C2 Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations</p> <p>1C3b Drawing conclusions based on evidence, reasons, or relevant information</p> <p>1C3c Considering the implications, consequences, or impact of those conclusions</p> <p>1D1a Using effective reading strategies to match type of text</p> <p>1D1d Discussing selections in teacher/student discussions and small groups</p> <p>1D1g Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</p> <p>1D1i Recognizing underlying messages in order to identify recurring themes</p> <p>3A1 Describe how characters' actions reflect their cultures</p> <p>3A2 Responding to historically or culturally significant works of literature to develop an awareness of perspective(s)</p> <p>3B1 Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives</p> <p>3B2 Identify the various themes in literary works</p> <p>3B3 Compare and contrast print and non-print versions of a literary work</p>	<ul style="list-style-type: none"> Listen attentively for main ideas and detail as established by purpose; define the literature according to problem and solution, fiction, or non-fiction Identify the underlying story structure that is supported by evidence of the text; use prediction strategies to infer author's purpose Summarize the content of a text by providing a statement of the most important ideas Recognize how the story was written by the author and interpreting his/her bias for writing the story Use textual clues to determine generalizations Determine the consequences of determined generalizations Explain how a specific theme is recognized by recurring themes Monitor comprehension by self-questioning and mental summarization of what is learned Describe how cultures affect character's actions in story lines Demonstrate a knowledge of a differing point of view caused when reacting to diverse historical or cultural works Make inferences and draw conclusions about characters' traits and actions based on plot, settings, motives, and responses to other characters Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.) Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text Compare and contrast print version of "Rikki Tikki Tavi" to the movie. 	<p>Students read and discuss short story Rikki Tikki Tavi. Students will demonstrate understanding of comparison and contrast sequence of events between print and non-print versions of Rikki Tikki Tavi through completion of a graphic organizer. Students will be guided through a portion of the organizer by the classroom facilitator, and required to finalize the task independently. Grade Equivalent = 6.4</p> <p>ASSESSMENT: Graphic organizer rubric for completed task.</p>	<p>Rikki Tikki Tavi by Rudyard Kipling</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/link_s.html</p>

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ESSENTIAL Question: How does learning the 11 literary elements pertain to dissecting a book?

Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1 st	<p>1A Listen to, read, react to, and interpret information</p> <p>1B1 Gather and use information for research and other purposes to interpret and synthesize information from a variety of sources</p> <p>1C Apply critical thinking skills to analyze information</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p>	<p>1A2 Relate details, main ideas, setting, action, and main character(s).</p> <p>1B1b Restating and summarizing information</p> <p>1B1c Determining the importance of information</p> <p>1B1d Making connections to related topics and information</p> <p>1B1e Monitor comprehension [R1]</p> <p>1C1b Identifying and exploring the underlying assumptions of the author</p> <p>1D1a Using effective reading strategies to match type of text</p> <p>1D1b Reading self-selected literature and other materials of individual interest</p> <p>1D1g Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</p> <p>1D1i Recognizing underlying messages in order to identify recurring themes [R2]</p> <p>1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help) [R2]</p> <p>1D4 Follow oral and written directions for procedure</p> <p>1D5 Use knowledge of punctuation to assist in comprehension</p>	<ul style="list-style-type: none"> • Identify main idea (most important point the author makes about a topic) and literary elements: title, plot, climax, main character traits, setting, genre, conflict, theme, and point of view. • Summarize the content of a text by providing a statement of the most important ideas • Use the text features to locate and recall information, with emphasis on cue words and phrases • Monitor comprehension in relation to questions generated and summarized; classify information according to topics • Determine the consequences of determined generalizations • Adjust reading rate in order to develop a mental picture of materials read; generate questions and synthesize text by inferring author's message • Use 5-finger rule to determine appropriate level of text for independent reading • Make inferences and draw conclusions about characters' traits, and actions based on plot, setting, motives, and responses to other characters • Explain how a specific theme is recognized by recurring themes • Plan a method to approach written materials for understanding • Listen or read instructions and follow method described • Aid understanding of reading by using punctuation 	<p>Students take notes and learn the process of completing a “Response to Literature”.</p> <p>Students must learn the appropriate terminologies pertaining to literature (setting, character traits, conflict, climax, plot, theme, genre, summarization, point of view, title relevance, author’s purpose), process of reading and responding to self-chosen, appropriate level of literature, and performing the “Response to Literature.”</p> <p>ASSESSMENT: Completed “Response to Literature” Notes, Cloze Technique for Note Taking Process in whole group setting, Open-ended questioning activity demonstrating knowledge of Note Taking Process in a small group setting, Individual Performance of “Response to Literature” in a group and individual setting.</p>	<p>Teacher generated PowerPoint</p> <p>Teacher generated notes</p> <p>Cloze technique handouts</p> <p>Questioning activities</p> <p>Short story selections</p> <p>Library</p> <p>Book Room</p>

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ESSENTIAL Question: How does grammar and vocabulary skills/knowledge help to increase comprehension of text?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1st	<p>2B Apply grammatical and language conventions to communicate</p> <p>2C Demonstrate competence in the skills and strategies of the writing process</p>	<p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're)</p> <p>2C1b Using direct feedback from peers to revise content</p> <p>2C1c Writing for public and private audiences</p> <p>2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p>	<ul style="list-style-type: none"> Identify commonly misspelled words by analyzing word parts Peer-editing and correcting content of writing pieces Construct writings that encompass a specific voice appropriate for the writing 	<p>Students will read a selected short story in a small group setting. Within the group, students will verbally summarize the story elements and components. Students will then independently compose a written, narrative summary providing main ideas and details from the short story.</p> <p>ASSESSMENT: Completed narrative summary with necessary details and elements.</p>	<p>Short story selections</p> <p>List of elements</p> <p>Acceptable definitions for literary elements</p> <p>Acceptable writing prompts</p>
	<p>2B Apply grammatical and language conventions to communicate</p>	<p>2B3 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning [R2]</p> <p>2B4 Use verbs that agree with compound subjects [R1]</p> <p>2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences [R1]</p> <p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're) [R1]</p>	<ul style="list-style-type: none"> Recognize and correctly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses to demonstrate correct meaning Subject-verb agreement Combine two clauses by using a conjunction to create a compound sentence Identify commonly misspelled words by analyzing word parts 	<p>In small groups, students examine, correct, and proofread predetermined, grammatically incorrect sentences and/or paragraphs to properly edit. This activity is a daily, on-going procedure in which students are required to participate.</p> <p>ASSESSMENT: Students individually correct grammatical errors on selected skills performed.</p> <p>Throughout the year, students will focus extensively on spelling, grammar, punctuation, daily oral speech errors, and proper writing through cross-curricular activities with math, science, social studies, music, and reading.</p> <p>ASSESSMENT: Students will exhibit skills through quizzes, test, and classroom assessments.</p>	<p><u>Daily Oral Language</u> by Write Source</p> <p>Macmillan/McGraw-Hill Language Arts Grammar Practice Book and Weekly Tests</p> <p>Macmillan/McGraw-Hill Daily Oral Language Practice Book</p> <p>Teacher developed grammar packets http://visual.merriam-webster.com/index.php (vocabulary)</p> <p>http://www.internet4classrooms.com/skills_6th_lang.htm (online grammar/comprehension practice)</p>

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ESSENTIAL Question: How does following a district-adopted writing method improve students' written responses?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1 st	<p>2B Apply grammatical and language conventions to communicate</p> <p>2C Demonstrate competence in the skills and strategies of the writing process</p>	<p>2B1 Use simple, compound, complex, and compound-complex sentences</p> <p>2B2 Use effective coordination and subordination of ideas to express complete thoughts</p> <p>2B3 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning</p> <p>2B4 Use verbs that agree with compound subjects</p> <p>2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences</p> <p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're)</p> <p>2C1a Drafting, revising, editing, and proofreading own written work</p> <p>2C1b Using direct feedback from peers to revise content</p> <p>2C1c Writing for public and private audiences</p> <p>2C2 Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons)</p> <p>2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p>	<ul style="list-style-type: none"> • Vary sentence structure • Organize ideas to make a complete thought • Recognize and correctly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses to demonstrate correct meaning • Subject-verb agreement • Combine two clauses by using a conjunction to create a compound sentence • Identify commonly misspelled words by analyzing word parts • Analyze daily oral language by utilizing proper proofreading marks while editing, synthesizing, and evaluating Schaffer writing pieces • Peer-editing and correcting content of writing pieces • Completed, published Schaffer essays • Schaffer method used to compose a multi-paragraph essay • Construct writings that encompass a specific voice appropriate for the writing 	<p>Students will be introduced to and/or re-taught concepts and terminology from the district-adopted Schaffer Writing program. Students will practice note-taking skills while revisiting definitions relevant to the Schaffer Model. Students will develop a response to literature adhering to the guidelines of the Schaffer Method. By composing complex, simple compound, and compound complex sentences with correct capitalization and punctuation, students will conceptualize and demonstrate understanding of the Schaffer Writing components. In the writing process, students will revise independently for clarity of thought and focused communication. They will then peer edit, revise, and publish to share the final product of two—one chunk expository paragraphs. This activity will be a whole group, guided learning endeavor.</p> <p>ASSSSMENT: Completion of shared, published product evaluated by writing rubric.</p>	<p>Writers Inc by Write Source</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/links.html</p> <p>Schaffer guides</p>

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Essential Questions: How does reflection of learning through a graphic organizer enhance learning?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
	<p>1A Listen to, read, react to, and interpret information</p> <p>1C Apply critical thinking skills to analyze information</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p> <p>3B Identify ideas to make connections among literary works</p>	<p>1A2 Relate details, main ideas, setting, action, and main character(s).</p> <p>1A3 Explore expressive materials that are read, heard, or viewed</p> <p>1C1b Identifying and exploring the underlying assumptions of the author</p> <p>1C2 Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations</p> <p>1C3b Drawing conclusions based on evidence, reasons, or relevant information</p> <p>1C3c Considering the implications, consequences, or impact of those conclusions</p> <p>1D1a Using effective reading strategies to match type of text</p> <p>1D1c Reading selections and other materials assigned</p> <p>1D1e Taking an active role in whole class seminars</p> <p>1D1g Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</p> <p>1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help)</p> <p>1D4 Follow oral and written directions for procedure</p> <p>3B2 Identify the various themes in literary works.</p>	<ul style="list-style-type: none"> Identify main idea (most important point the author makes about a topic) and literary elements: title, plot, climax, main character traits, setting, genre, conflict, theme, and point of view. Listen attentively for main ideas and detail as established by purpose; define the literature according to problem and solution, fiction, or non-fiction Summarize the content of a text by providing a statement of the most important ideas Monitor comprehension in relation to questions generated and summarized; classify information according to topics Using textual and background clues to conclude the underlying message of the author Draw questions from the text by applying evidence of textual clues Understand the author's purpose by drawing conclusions and making inferences Recognize how the story was written by the author and interpreting his/her bias for writing the story Make inferences and draw conclusions about characters' traits, and actions based on plot, setting, motives, and responses to other characters Explain how a specific theme is recognized by recurring themes 	<p>Students will participate in listening comprehension skills by listening to cassette tape diction of <u>House on Hackman's Hill</u> while following part one (guided practice) and part two (independent practice) of the story with personal copies of the text. Students will collaborate in group settings with a discussion of figurative language within the novel. Roles will be assigned and exercised for discussion facilitator, responders, recorder, and active listeners. Using a graphic organizer for story mapping, students will evaluate part one describing and depicting the 12 literary terms from the Response to Literature form in a whole group setting. Students will independently manipulate similar graphic organizers for part two to merit not only information comprehension, but also the process and practice of utilizing media such as story mapping.</p> <p>ASSESSMENT: Correctly completed story map and response to literature form.</p>	<p><u>House on Hackman's Hill</u> by Joan Lowery Nixon</p> <p>http://visual.merriam-webster.com/index.php (vocabulary)</p> <p>Macmillan/McGraw-Hill graphic organizer handouts and transparencies</p> <p><u>Writers Inc</u> by Write Source</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/link_s.html</p>

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ESSENTIAL Question: How do authors effectively use the literary technique of flashback?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
	<p>1A Listen to, read, react to, and interpret information 1D Demonstrate competence in the skills and strategies of the reading process</p>	<p>1A3 Explore expressive materials that are read, heard, or viewed 1D1f Discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback 1D1i Recognizing underlying messages in order to identify recurring themes</p>	<ul style="list-style-type: none"> • Locate and label the type of language and interpret what the author means • Discuss and analyze the literary device of flashback • Analyze how recurring themes are identified by underlying messages 	<p>Utilizing part one of <u>House on Hackman's Hill</u> students will identify the flashback technique that is evident within the novel. Students will participate in Socratic Seminar in which they evaluate and determine the effectiveness of the flashback strategy the author maintained to enhance the story. ASSESSMENT: Classroom appropriate participation in seminar.</p>	<p><u>House on Hackman's Hill</u> by Joan Lowery Nixon http://visual.merriam-webster.com/index.php (vocabulary)</p>

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ESSENTIAL Question? How does the construction of a multi-paragraph essay form a communication tool?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1 st	<p>1A Listen to, read, react to, and interpret information 1B1 Gather and use information for research and other purposes to interpret and synthesize information from a variety of sources 1C Apply critical thinking skills to analyze information 1D Demonstrate competence in the skills and strategies of the reading process 2B Apply grammatical and language conventions to communicate 2C Demonstrate competence in the skills and strategies of the writing process</p>	<p>1A2 Relate details, main ideas, setting, action, and main character(s). 1A3 Explore expressive materials that are read, heard, or viewed 1B1b Restating and summarizing information 1B1c Determining the importance of information 1C1b Identifying and exploring the underlying assumptions of the author 1D1c Reading selections and other materials assigned 1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help) [R2] 2B1 Use simple, compound, complex, and compound-complex sentences 2B2 Use effective coordination and subordination of ideas to express complete thoughts 2B4 Use verbs that agree with compound subjects 2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences 2B6 Correctly spell frequently misspelled words (e.g., there, their, they're) 2C1a Drafting, revising, editing, and proofreading own written work 2C1b Using direct feedback from peers to revise content 2C1c Writing for public and private audiences 2C2 Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons) 2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p>	<ul style="list-style-type: none"> Identify main idea (most important point the author makes about a topic) and literary elements: title, plot, climax, main character traits, setting, genre, conflict, theme, and point of view. Summarize the content of a text by providing a statement of the most important ideas Use the text features to locate and recall information, with emphasis on cue words and phrases Use textual clues to determine generalizations Determine the consequences of determined generalizations Plan a method to approach written materials for understanding Vary sentence structure Organize ideas to make a complete thought Subject-verb agreement Combine two clauses by using a conjunction to create a compound sentence Identify commonly misspelled words by analyzing word parts Analyze daily oral language by utilizing proper proofreading marks while editing, synthesizing, and evaluating Schaffer writing pieces Peer-editing and correcting content of writing pieces Completed, published Schaffer essays Schaffer method used to compose a multi-paragraph essay Construct writings that encompass a specific voice appropriate for the writing 	<p>Students will collaborate to brainstorm character traits of the main character as illustrated by text in <u>House on Hackman's Hill</u>. Students will then independently develop and generate a well-constructed, Schaffer Method literary response to provide recognition of the predetermined character traits. Students will write 2 one chunk paragraphs ascertaining evidentiary support gleaned from reading, discussion, and formulation of thought through written communication. ASSESSMENT: Independently completed Schaffer response to literature paragraphs as scored by the writing rubric.</p>	<p><u>House on Hackman's Hill</u> by Joan Lowery Nixon <u>Writers Inc</u> by Write Source http://www.teach-nology.com/web_tools/rubrics/ http://www.teach-nology.com/web_tools/rubrics/ Graphic Organizer Rubric http://www.teachervision.com/graphic-organizers/printable/6293.html http://www.graphic.org/link_s.html Outlining handouts and transparencies</p>

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Essential Question: How does the review and understanding of vocabulary and grammar improve overall comprehension of text?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1st	<p>1A Listen to, read, react to, and interpret information</p> <p>1B1 Gather and use information for research and other purposes to interpret and synthesize information from a variety of sources</p> <p>1C Apply critical thinking skills to analyze information</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p> <p>3A Use language, literature, and media to understand various social and cultural perspectives</p> <p>3B Identify ideas to make connections among literary works</p>	<p>1A3 Explore expressive materials that are read, heard, or viewed</p> <p>1B1 Interpret and synthesize information from a variety of sources</p> <p>1B1b Restating and summarizing information</p> <p>1B1e Monitor comprehension</p> <p>1C1b Identifying and exploring the underlying assumptions of the author</p> <p>1C2 Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations</p> <p>1C3b Drawing conclusions based on evidence, reasons, or relevant information</p> <p>1C3c Considering the implications, consequences, or impact of those conclusions</p> <p>1D1a Using effective reading strategies to match type of text</p> <p>1D1d Discussing selections in teacher/student discussions and small groups</p> <p>1D1g Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</p> <p>1D1i Recognizing underlying messages in order to identify recurring themes</p> <p>3A1 Describe how characters' actions reflect their cultures</p> <p>3A2 Responding to historically or culturally significant works of literature to develop an awareness of perspective(s)</p> <p>3B1 Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives</p> <p>3B2 Identify the various themes in literary works</p>	<ul style="list-style-type: none"> Listen attentively for main ideas and detail as established by purpose; define the literature according to problem and solution, fiction, or non-fiction Identify the underlying story structure that is supported by evidence of the text; use prediction strategies to infer author's purpose Summarize the content of a text by providing a statement of the most important ideas Recognize how the story was written by the author and interpreting his/her bias for writing the story Use textual clues to determine generalizations Determine the consequences of determined generalizations Explain how a specific theme is recognized by recurring themes Monitor comprehension by self-questioning and mental summarization of what is learned Describe how cultures affect character's actions in story lines Demonstrate a knowledge of a differing point of view caused when reacting to diverse historical or cultural works Make inferences and draw conclusions about characters' traits and actions based on plot, settings, motives, and responses to other characters Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.) Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text 	<p>Students will investigate meanings of vocabulary words for the stories “Summer of the Swans” and “The Lost City”. Activities from basal reader will be used for reinforcement for spelling, grammar, and comprehension.</p>	<p>“Summer of the Swans” and “The Lost City” Macmillan/McGraw-Hill</p> <p>Writers Inc by Write Source</p> <p>http://www.teach-nology.com/web_tools/rubric/s/</p> <p>http://www.teach-nology.com/web_tools/rubric/s/</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/links.html</p> <p>http://rubiswtar.4teachers.org</p> <p>Outlining handouts and transparencies</p>

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ESSENTIAL Question: Outlining of expository text aids comprehension in what way?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	<p>1A Listen to, read, react to, and interpret information</p> <p>1B1 Gather and use information for research and other purposes to interpret and synthesize information from a variety of sources</p> <p>1C Apply critical thinking skills to analyze information</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p>	<p>1A2 Relate details, main ideas, setting, action, and main character(s).</p> <p>1B1b Restating and summarizing information</p> <p>1B1c Determining the importance of information</p> <p>1D4 Follow oral and written directions for procedure</p> <p>1D5 Use knowledge of punctuation to assist in comprehension</p>	<ul style="list-style-type: none"> Identify main idea (most important point the author makes about a topic) and literary elements: title, plot, climax, main character traits, setting, genre, conflict, theme, and point of view. Summarize information by restating Identify main ideas Listen or read instructions and follow method described Aid understanding of reading by using punctuation 	<p>Students will be guided through the organizing technique of identification of main idea, supporting details, subtitles, and relevant facts while focusing on the short story “Gecko Glue, Cockroach Scouts, and Spider Silk Bridges.”</p> <p>Students will then have exposure to expository outlining for information from text with teacher facilitation.</p> <p>Independently, students will complete a cloze outline to demonstrate understanding of information organization.</p> <p>ASSESSMENT: Correctly completed outline.</p>	<p>“Gecko Glue, Cockroach Scouts, and Spider Silk Bridges” Macmillan/McGraw-Hill</p> <p><u>Writers Inc</u> by Write Source</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/links.html</p> <p>Outlining handouts and transparencies</p>

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ESSENTIAL Question: How does grammar and vocabulary skills/knowledge help to increase comprehension of text?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	<p>2B Apply grammatical and language conventions to communicate</p> <p>2C Demonstrate competence in the skills and strategies of the writing process</p>	<p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're)</p> <p>2C1b Using direct feedback from peers to revise content</p> <p>2C1c Writing for public and private audiences</p> <p>2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p>	<ul style="list-style-type: none"> Identify commonly misspelled words by analyzing word parts Peer-editing and correcting content of writing pieces Construct writings that encompass a specific voice appropriate for the writing 	<p>In small groups, students examine, correct, and proofread predetermined, grammatically incorrect sentences and/or paragraphs to properly edit. This activity is a daily, on-going procedure in which students are required to participate.</p> <p>ASSESSMENT: Students individually correct grammatical errors on selected skills performed.</p>	<p>Daily Oral Language by Write Source</p> <p>Macmillan/McGraw-Hill Language Arts Grammar Practice Book and Weekly Tests</p> <p>Macmillan/McGraw-Hill Daily Oral Language Practice Book</p>
	<p>2B Apply grammatical and language conventions to communicate</p>	<p>2B3 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning [R2]</p> <p>2B4 Use verbs that agree with compound subjects [R1]</p> <p>2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences [R1]</p> <p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're) [R1]</p>	<ul style="list-style-type: none"> Recognize and correctly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses to demonstrate correct meaning Subject-verb agreement Combine two clauses by using a conjunction to create a compound sentence Identify commonly misspelled words by analyzing word parts 	<p>Throughout the year, students will focus extensively on spelling, grammar, punctuation, daily oral speech errors, and proper writing through cross-curricular activities with math, science, social studies, music, and reading.</p> <p>ASSESSMENT: Students will exhibit skills through quizzes, test, and classroom assessments.</p>	<p>Teacher developed grammar packets</p> <p>http://visual.merriam-webster.com/index.php (vocabulary)</p> <p>http://www.internet4classrooms.com/skills_6th_lang.htm (online grammar/comprehension practice)</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does analysis of vocabulary through contextual clues aid in comprehension?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	<p>1A Listen to, read, react to, and interpret information</p> <p>1B1 Gather and use information for research and other purposes to interpret and synthesize information from a variety of sources</p> <p>1C Apply critical thinking skills to analyze information</p>	<p>1A3 Explore expressive materials that are read, heard, or viewed [R1] 1A5 Interact appropriately in group settings [R1]</p> <p>1B1d Making connections to related topics and information</p> <p>1C3 Apply critical thinking skills to analyze information to develop and apply appropriate criteria to evaluate the quality of communication</p>	<ul style="list-style-type: none"> • Listen attentively for main ideas and detail as established by purpose; define the literature according to problem and solution, fiction, or non-fiction • Use information and background knowledge to draw conclusions/make inferences • Using background knowledge, students will connect topics and information • Evaluate the quality of communication by applying critical thinking skills 	<p>When introducing new reading selections, throughout the year, students will participate in vocabulary building activities. Students will be exposed to necessary terminology for particular units. They will define words from the glossary to exercise reference skills. The class will then generate whole-class agreed upon, well-written, sentences using the vocabulary terms correctly. Students will independently respond to activities that require them to match vocabulary with definitions, draw pictures to portray definitions, and/or compose dependent clauses that demonstrate correct word usage.</p> <p>ASSESSMENT: Students will be assessed through weekly and unit quizzes, tests, and classroom assessment.</p>	<p>Teacher developed vocabulary packets</p> <p>http://visual.merriam-webster.com/index.php (vocabulary)</p> <p>Vocabulary Crossword Puzzles from Teacher Created Resources, Inc.</p> <p>Macmillan/McGraw-Hill vocabulary builders that correlate with units</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does group discussion aid text comprehension?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
	<p>1A Listen to, read, react to, and interpret information</p> <p>1B Gather and use information for research and other purposes</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p> <p>2A Use speaking as an interpersonal communication tool</p>	<p>1A2 Relate details, main ideas, setting, action, and main character(s) [R1]</p> <p>1B1b Restating and summarizing information [R1]</p> <p>1B1e Monitor comprehension [R1]</p> <p>1B1f Drawing inferences</p> <p>1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help)</p> <p>2A1 Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer)</p> <p>2A2 Clarify, illustrate, and expand upon topics in discussions</p>	<ul style="list-style-type: none"> Identify main idea (most important point the author makes about a topic) and literary elements: title, plot, climax, main character traits, setting, genre, conflict, theme, and point of view. Summarize the content of a text by providing a statement of the most important ideas Monitor comprehension in relation to questions generated and summarized; classify information according to topics Using textual and background clues to conclude the underlying message of the author Be an active part of a group discussion by fulfilling specific roles In discussion groups explain or simplify specific topics 	<p>Students will participate in a whole group read aloud of “The Magic Gourd.” Discussion will provide evidence of comprehension of text. Students will then respond verbally in small group to basic knowledge and comprehension questions. Whole group discussion will enhance and enrich the comprehension level of the story. Independently, students will then answer questions in written format.</p> <p>ASSESSMENT: Correct responses to questions using grammatically correct, well-written language.</p>	<p>“The Magic Gourd” Macmillan/McGraw-Hill</p> <p>Teacher generated comprehension packets</p>

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LANGUAGE ARTS

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GRADE SIX

ESSENTIAL Question: How does analysis of cause and effect aid in understanding of text?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	<p>1B1 Gather and use information for research and other purposes to interpret and synthesize information from a variety of source</p> <p>1C Apply critical thinking skills to analyze information</p> <p>3A Use language, literature, and media to understand various social and cultural perspectives</p>	<p>1B1a Reviewing the characteristics of informational works [R1]</p> <p>1C1a Determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques</p> <p>1C1b Identifying and exploring the underlying assumptions of the author</p> <p>1C3b Drawing conclusions based on evidence, reasons, or relevant information</p> <p>1C3c Considering the implications, consequences, or impact of those conclusions</p> <p>3A1 Describe how characters' actions reflect their cultures</p> <p>3A2 Responding to historically or culturally significant works of literature to develop an awareness of perspective(s)</p>	<ul style="list-style-type: none"> • Use the text features to locate and recall information, with emphasis on cue words and phrases • Understand the author's purpose by drawing conclusions and making inferences • Utilize inference skills to digest the text in concern to the author's thought process • Use textual clues to determine generalizations • Determine the consequences of determined generalizations • Describe how cultures affect character's actions in story lines • Demonstrate a knowledge of a differing point of view caused when reacting to diverse historical or cultural works 	<p>Students will analyze the attributes of “cause and effect” situations and circumstances through class discussion. Applying this knowledge, students will independently synthesize and relate information from “The Magic Gourd.” Students will demonstrate awareness of cause and effect through completion of a graphic organizer.</p> <p>ASSESSMENT: Correctly completed graphic organizer using logical and well-supported reasons.</p>	<p>“The Magic Gourd” Macmillan/McGraw-Hill</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/link.shtml</p> <p>Macmillan/McGraw-Hill graphic organizer handouts and transparencies</p>

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LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does organizing/outlining information aid comprehension?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	<p>2B Apply grammatical and language conventions to communicate</p> <p>2C Demonstrate competence in the skills and strategies of the writing process</p>	<p>2B3 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning [R2]</p> <p>2B4 Use verbs that agree with compound subjects [R1]</p> <p>2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences [R1]</p> <p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're) [R1]</p> <p>2C1 Compose a variety of writings that express individual perspectives drawn from personal or related experience [R1]</p> <p>2C1a Drafting, revising, editing, and proofreading own written work [R1]</p> <p>2C1b Using direct feedback from peers to revise content [R1]</p>	<ul style="list-style-type: none"> Recognize and correctly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses to demonstrate correct meaning Subject-verb agreement Combine two clauses by using a conjunction to create a compound sentence Identify commonly misspelled words by analyzing word parts Peer-editing and correcting content of writing pieces Construct writings that encompass a specific voice appropriate for the writing 	<p>Students will compose a multi-paragraph Schaffer method essay describing the most important qualities of a true friend. Students will be guided through the major components and processes of constructing a high-quality, well-written, grammatically correct writing piece. Students will participate in a whole class discussion about brainstorming, webbing, organizing, rough draft, editing, revising, and publishing a final draft. Students will apply discussion attributes to create their writing piece. Students will also participate in self editing, peer editing, and teacher/student conferences to enhance writing techniques.</p> <p>ASSESSMENT: Published essays scored according to the writing rubric.</p>	<p>Schaffer Guides</p> <p>Writers Inc by Write Source</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p><u>Making Content Comprehensible for English Learners the SIOP Model</u> by Jane Echevarria, JaryEllen Vogt, Deborah J. Short</p> <p><u>99 Ideas and Activities for Teaching English Learners with the SIOP Model</u> by Jane Echevarria, JaryEllen Vogt, Deborah J. Short</p>
	<p>1B Gather and use information for research and other purposes</p> <p>2B Apply grammatical and language conventions to communicate</p>	<p>1B2 Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements</p> <p>1B2a Exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)</p> <p>1B2b Distinguishing between primary and secondary sources</p> <p>2B8 Identify and correct errors in everyday speech [R1]</p>	<ul style="list-style-type: none"> Generate a student-driven brochure as a main character for an analysis of self Utilize the library and computer lab to generate information on a chosen topic Cross-curricular connection between social studies and language arts, students will identify, compare, and contrast information from a variety of sources When giving oral presentations, use correct language conventions in speech 	<p>After a whole-class read aloud of “Interrupted Journey,” students will create a brochure in which they analyze the characters and/or endangered animals. Within the brochure, students will provide necessary information regarding the societal effects of endangering species, the means of protecting the animal, and logical, well-supported reasons of protection.</p> <p>ASSESSMENT: Students will orally present the brochure to be evaluated by peers based on the characteristics of an oral report as defined by a rubric.</p>	<p>“Interrupted Journey” Macmillan/McGraw-Hill</p> <p>Computer Lab</p> <p>Construction Paper</p> <p>Markers</p>

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CURRICULUM MAP

LANGUAGE ARTS

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GRADE SIX

ESSENTIAL Question: How does elaboration through predictions and inferences clarify text?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
	<p>1A Listen to, read, react to, and interpret information 2C Demonstrate competence in the skills and strategies of the writing process</p>	<p>1A3 Explore expressive materials that are read, heard, or viewed [R1] 1A7 Interpret how personal circumstances and background shape interaction with text [R1]</p>	<ul style="list-style-type: none"> Listen attentively for main ideas and detail as established by purpose; define the literature according to problem and solution, fiction, or non-fiction Locate and label the type of language and interpret what the author means 	<p>In a journal entry, students will offer a prediction of events for “How Tia Lola Came to Stay.” Predictions will be based on pictures/visuals from the text, title, and personal experiences. ASSESSMENT: Journal rubric</p>	<p>“How Tia Lola Came to Stay” Macmillan/McGraw Hill Teacher-developed journal http://www.teach-nology.com/web_tools/rubrics/</p>
	<p>1A Listen to, read, react to, and interpret information 1B Gather and use information for research and other purposes 1C Apply critical thinking skills to analyze information 1D Demonstrate competence in the skills and strategies of the reading process</p>	<p>1A3 Explore expressive materials that are read, heard, or viewed [R1] 1B1f Drawing inferences 1C1b Identifying and exploring the underlying assumptions of the author 1C3b Drawing conclusions based on evidence, reasons, or relevant information 1C3c Considering the implications, consequences, or impact of those conclusions 1D1c Reading selections and other materials assigned 1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help) 1D5 Use knowledge of punctuation to assist in comprehension</p>	<ul style="list-style-type: none"> Listen attentively for main ideas and detail as established by purpose; define the literature according to problem and solution, fiction, or non-fiction Use information and background knowledge to draw conclusions/make inferences Each student will maintain an active role in a group setting and hand in applied materials Using textual and background clues to conclude the underlying message of the author Understand the author's purpose by drawing conclusions and making inferences Utilize inference skills to digest the text in concern to the author's thought process Aid understanding of reading by using punctuation 	<p>Students will be introduced to inferences (definition, identification, purpose, and strategy). In a whole-group setting, students will participate in a read aloud of “How Tia Lola Came to Stay.” Thereafter, students will be given a graphic organizer for use as a guide for whole-class instruction. Using the graphic organizer, students will detail inferences from the story. ASSESSMENT: Correct, appropriate responses on completed graphic organizer.</p>	<p>http://www.teach-nology.com/web_tools/rubrics/ Graphic Organizer Rubric http://www.teachervision.com/graphic-organizers/printable/6293.html http://www.graphic.org/link_s.html Macmillan/McGraw-Hill graphic organizer handouts and transparencies</p>

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LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does generating questions increase evaluation/interaction of text?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	<p>1A Listen to, read, react to, and interpret information 1B Gather and use information for research and other purposes 1C Apply critical thinking skills to analyze information 1D Demonstrate competence in the skills and strategies of the reading process 3B Identify ideas to make connections among literary works</p>	<p>1A3 Explore expressive materials that are read, heard, or viewed [R1] 1B1b Restating and summarizing information [R1] 1B1c Determining the importance of information [R1] 1B1g Generating questions 1D1d Discussing selections in teacher/student discussions and small groups 1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help) 1D2 Generate questions to be answered while reading and reflect on what has been learned after reading 1D4 Follow oral and written directions for a procedure</p>	<ul style="list-style-type: none"> • Listen attentively for main ideas and detail as established by purpose; define the literature according to problem and solution, fiction, or non-fiction • Summarize the content of a text by providing a statement of the most important ideas • Monitor comprehension in relation to questions generated and summarized; classify information according to topics • Draw questions from the text by applying evidence of textual clues • Generate questions and discuss possible solutions; retell story in correct sequence Study and explain how distortion and stereotype examples are present in text • Monitor comprehension by self-questioning and mental summarization of what is learned • Read or listen to directions for a procedure, and follow the directions 	<p>Independently, students will create and construct a flip chart out of 11X14 paper. On the outside of the flip chart, students will generate 6 questions, three of which are locator questions and three thinker questions. Students will then partner with another student to exchange formulated questions. Each student will correctly answer and/or respond to the flip chart questions. Answers will be written on the inside flap of the flip chart. The partner who constructed the questions will evaluate the responses for correct/appropriate answers. Once students have returned flip chart to the original constructor, students will sketch a visual on the flap that correlates to the question/answer. The center portion of the paper will be used for students to write the following activity response. ASSESSMENT: Flip chart will be assessed based on the guidelines of a rubric.</p>	<p>11X14 Paper Markers Library Schaffer Guides <u>Writers Inc</u> by Write Source http://www.teach-nology.com/web_tools/rubrics/ <u>Making Content Comprehensible for English Learners the SIOP Model</u> by Jane Echevarria, JaryEllen Vogt, Deborah J. Short <u>99 Ideas and Activities for Teaching English Learners with the SIOP Model</u> by Jane Echevarria, JaryEllen Vogt, Deborah J. Short</p>

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CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does following an expository writing prompt increase critical analysis and synthesis of text?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	<p>1A Listen to, read, react to, and interpret information</p> <p>1B Gather and use information for research and other purposes</p> <p>1C Apply critical thinking skills to analyze information</p> <p>1C1 Apply critical thinking skills to analyze information by using critical thinking skills and creating criteria to evaluate text and multimedia</p> <p>2C Demonstrate competence in the skills and strategies of the writing process</p> <p>3A Use language, literature, and media to understand various social and cultural perspectives</p>	<p>1A5 Interact appropriately in group settings [R1]</p> <p>1A7 Interpret how personal circumstances and background shape interaction with text [R1]</p> <p>1B1b Restating and summarizing information [R1]</p> <p>1C1b Identifying and exploring the underlying assumptions of the author</p> <p>2C1a Drafting, revising, editing, and proofreading own written work [R1]</p> <p>2C1b Using direct feedback from peers to revise content [R1]</p> <p>2C1c Writing for public and private audiences [R1]</p> <p>2C2 Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported ideas [R1]</p> <p>2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p> <p>3A1 Describe how characters' actions reflect their cultures</p> <p>3A2 Responding to historically or culturally significant works of literature to develop an awareness of perspective(s)</p> <p>3A3 Examine connections between cultures worldwide and American society as depicted through literature and media</p>	<ul style="list-style-type: none"> • Each student will maintain an active role in a group setting and hand in applied materials • Summarize the content of a text by providing a statement of the most important ideas • Using textual and background clues to conclude the underlying message of the author • Peer-editing and correcting content of writing pieces • Completed, published Schaffer essays • Schaffer method used to compose a multi-paragraph essay • Construct writings that encompass a specific voice appropriate for the writing • Describe how cultures affect character's actions in story lines • Demonstrate a knowledge of a differing point of view caused when reacting to diverse historical or cultural works • Compare and contrast literary diversity between American society and worldwide cultures • Make inferences and draw conclusions about characters' traits and actions based on plot, settings, motives, and responses to other characters • Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.) 	<p>Through participation in a Socratic Seminar, students will discuss and brainstorm the various social and cultural perspectives demonstrated and addressed in "How Tia Lola Came to Stay." Students will also focus the discourse through teacher facilitation to guide exchange to include the author's use of various techniques such as the appeal of characters, logic and credibility of plots and setting, use of figurative language, and emotional impact to influence the reader's perspectives. Students will then pre-write for a Schaffer method, multi-paragraph essay following an expository writing prompt with the focal point of class discussion. Students will follow previously learned procedures to compose a final product of a Schaffer method, multi-paragraph essay.</p> <p>ASSESSMENT: Independently completed essay to be scored based on writing rubric.</p>	<p>"How Tia Lola Came to Stay" Macmillan/McGraw-Hill</p> <p>Writers Inc by Write Source</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Balto the movie http://www.teach-nology.com/web_tools/rubrics/</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/link_s.html</p>

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LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How do persuasive writing techniques increase comprehension?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 nd	<p>1A Listen to, read, react to, and interpret information 1B Gather and use information for research and other purposes 1C Apply critical thinking skills to analyze information 1D Demonstrate competence in the skills and strategies of the reading process 2B Apply grammatical and language conventions to communicate 2C Demonstrate competence in the skills and strategies of the writing process</p>	<p>1A3 Explore expressive materials that are read, heard, or viewed [R1] 1B1b Restating and summarizing information [R1] 1C1a Determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques 1D1d Discussing selections in teacher/student discussions and small groups 1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help) [R2] 1D4 Follow oral and written directions for a procedure 2B2 Use effective coordination and subordination of ideas to express complete thoughts 2B4 Use verbs that agree with compound subjects 2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences 2B6 Correctly spell frequently misspelled words (e.g., there, their, they're) 2C1a Drafting, revising, editing, and proofreading own written work [R1] 2C1b Using direct feedback from peers to revise content [R1] 2C1c Writing for public and private audiences [R1] 2C2 Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported ideas [R1] 2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p>	<ul style="list-style-type: none"> Summarize the content of a text by providing a statement of the most important ideas Understand the author's purpose by drawing conclusions and making inferences Plan a method to approach written materials for understanding Read or listen to directions for a procedure, and follow the directions Subject-verb agreement Combine two clauses by using a conjunction to create a compound sentence Correctly spell frequently misspelled words Completed, published Schaffer essays Schaffer method used to compose a multi-paragraph essay Construct writings that encompass a specific voice appropriate for the writing Describe how cultures affect character's actions in story lines 	<p>Students will participate in a whole-class read aloud and discussion of “The Night of the Pomegranate.” Following the read aloud, students will construct a two one-chunk literature response reacting to the elements in the story. Responses should demonstrate comprehension of the story, in addition to reflection on the learning experiences describing personal learning growth and change in perspective and interpretation of how personal circumstances and background shape interaction with text. Example prompt: “Based on ‘The Night of the Pomegranate,’ write two one-chunk paragraphs in which you as a teacher would determine what score Harriet should receive on her presentation and overall knowledge. Use details from the text to validate your score choice, and personal learning experiences to justify your reasoning. Then, reflect upon the situation from Harriet’s perspective and develop a paragraph in which you merit what score Harriet would give herself with validation and justification.” Published writing will be discussed with small groups. ASSESSMENT: Written response scored according to writing rubric. Presentation of published writing will be scored according to the presentation rubric.</p>	<p>“The Night of the Pomegranate” Macmillan/McGraw-Hill</p> <p><u>Writers Inc</u> by Write Source</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/link_s.html</p>

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LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does sequencing skills build comprehension of reading?

Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 rd	<p>2B Apply grammatical and language conventions to communicate</p> <p>2C Demonstrate competence in the skills and strategies of the writing process</p>	<p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're)</p> <p>2C1b Using direct feedback from peers to revise content</p> <p>2C1c Writing for public and private audiences</p> <p>2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p>	<ul style="list-style-type: none"> Identify commonly misspelled words by analyzing word parts Peer-editing and correcting content of writing pieces Construct writings that encompass a specific voice appropriate for the writing 	<p>In small groups, students examine, correct, and proofread predetermined, grammatically incorrect sentences and/or paragraphs to properly edit. This activity is a daily, on-going procedure in which students are required to participate.</p> <p>ASSESSMENT: Students individually correct grammatical errors on selected skills performed.</p>	<p><u>Daily Oral Language</u> by Write Source</p> <p>Macmillan/McGraw-Hill Language Arts Grammar Practice Book and Weekly Tests</p> <p>Macmillan/McGraw-Hill Daily Oral Language Practice Book</p>
	<p>2B Apply grammatical and language conventions to communicate</p>	<p>2B3 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning [R2]</p> <p>2B4 Use verbs that agree with compound subjects [R1]</p> <p>2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences [R1]</p> <p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're) [R1]</p>	<ul style="list-style-type: none"> Recognize and correctly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses to demonstrate correct meaning Subject-verb agreement Combine two clauses by using a conjunction to create a compound sentence Identify commonly misspelled words by analyzing word parts 	<p>Throughout the year, students will focus extensively on spelling, grammar, punctuation, daily oral speech errors, and proper writing through cross-curricular activities with math, science, social studies, music, and reading.</p> <p>ASSESSMENT: Students will exhibit skills through quizzes, test, and classroom assessments.</p> <p>Students will read “The Great Serum Race” aloud in a whole group setting. Students will generate in a whole class setting a sequencing graphic organizer detailing the correct order of events within the story.</p> <p>ASSESSMENT: Utilizing the text, students will independently complete a sequencing graphic organizer focusing on entire plot (as opposed to the guided practice portion alone).</p>	<p>Teacher developed grammar packets</p> <p>http://visual.merriam-webster.com/index.php (vocabulary)</p> <p>http://www.internet4classrooms.com/skills_6th_lang.htm (online grammar/comprehension practice)</p>

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GRADE SIX

ESSENTIAL Question: How does the use of print/non-print and fiction/non-fiction comparison/contrasts aide to construct a research paper?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 rd	1D Demonstrate competence in the skills and strategies of the reading process to increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction	1D1h Investigating examples of distortion and stereotype [R2] 1D1i Recognizing underlying messages in order to identify recurring themes [R2] 1D2 Generate questions to be answered while reading and reflect on what has been learned after reading [R2]	<ul style="list-style-type: none"> Study and explain how distortion and stereotype examples are present in text Explain how a specific theme is recognized by recurring themes Monitor comprehension by self-questioning and mental summarization of what is learned 	<p>Students will exhibit necessary skills to perform a re-read of the story to analyze and clarify confusing and/or negated plot portions.</p> <p>ASSESSMENT: Students will re-draw the route of the mushers on a map of Alaska as detailed in text.</p>	<p>“The Great Serum Race” Macmillan/McGraw-Hill Readers</p> <p>http://www.lib.utexas.edu/maps/americas/central_america_ref02.jpg (maps)</p> <p>computer lab</p>
	2C1 Demonstrate competence in the skills and strategies of the reading process by composing a variety of writings that express individual perspectives drawn from personal or related experience 3A Use language, literature, and media to understand various social and cultural perspectives	2C1a Drafting, revising, editing, and proofreading own written work [R1] 2C1b Using direct feedback from peers to revise content [R1] 2C1c Writing for public and private audiences [R1] 2C2 Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported ideas [R1] 2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process [R2] 2C4 Use electronic media to effectively communicate with others 3A1 Describe how characters' actions reflect their cultures [R2] 3A2 Respond to historically or culturally significant works of literature to develop an awareness of perspective(s) [R2]	<ul style="list-style-type: none"> Analyze daily oral language by utilizing proper proofreading marks while editing, synthesizing, and evaluating Schaffer writing pieces Peer-editing and correcting content of writing pieces Completed, published Schaffer essays Schaffer method used to compose a multi-paragraph essay Construct writings that encompass a specific voice appropriate for the writing Express ideas with others by utilizing electronic media (e.g., email, computer-generated writing pieces and literature responses, "Writers") Describe how cultures affect character's actions in story lines Demonstrate a knowledge of a differing point of view caused when reacting to diverse historical or cultural works 	<p>The students will read the supplemental readers of rescue dogs, sled dogs, and dogs of war to gain information as a primary source to initiate research tasks. The students will then utilize secondary sources such as media, Internet, other research book s, etc. to develop a Schaffer method, multi-paragraph essay with information about their topic. Students will adhere to the previously learned guidelines of producing and composing writing pieces, demonstrating all necessary components.</p> <p>ASSESSMENT: Final product will be assessed by the writing rubric.</p>	<p>Macmillan/McGraw-Hill Supplemental Leveled Readers</p> <p>Library</p> <p>Schaffer Guides</p> <p><u>Writers Inc</u> by Write Source</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p><u>Balto</u> the movie http://www.teach-nology.com/web_tools/rubrics/</p> <p>Graphic Organizer Rubric</p>
	3B Identify ideas and make connections among literary works	3B3 Compare and contrast print and non-print versions of a literary work	<ul style="list-style-type: none"> Print and non-print comparison/contrast (graphic organizer) 	<p>Students will view the movie Balto. Using “The Great Serum Race” and Balto, students will construct a comparison/contrast graphic organizer for print and non-print versions of a literary work.</p> <p>ASSESSMENT: Graphic organizer rubric</p>	<p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/links.html</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How can breaking down and practicing reading skills build test taking performance?

Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
	<p>1A Listen to, read, react to, and interpret information 1B1 Gather and use information for research and other purposes to interpret and synthesize information from a variety of sources 1C1 Apply critical thinking skills to analyze information by using critical thinking skills and creating criteria to evaluate text and multimedia 1C3 Apply critical thinking skills to analyze information by developing and applying appropriate criteria to evaluate the quality of communication 1D Demonstrate competence in the skills and strategies of the reading process 3B Identify ideas to make connections among literary works</p>	<p>1A2 Relate details, main ideas, setting, action, and main character(s) [R1] 1A4 Identify and interpret figurative language in an oral selection 1A7 Interpret how personal circumstances and background shape interaction with text [R1] 1B1a Reviewing the characteristics of informational works [R1] 1B1b Restating and summarizing information [R1] 1B1c Determining the importance of information [R1] 1B1d Making connections to related topics and information 1B1e Monitor comprehension [R1] 1B1f Drawing inferences 1B1g Generating questions 1C1a Determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques 1C1b Identifying and exploring the underlying assumptions of the author 1C3b Drawing conclusions based on evidence, reasons, or relevant information 1D1a Using effective reading strategies to match type of text 1D1g Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style 1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help) [R2] 1D5 Use knowledge of punctuation to assist in comprehension [R2] 3B2 Identify the various themes in literary works</p>	<ul style="list-style-type: none"> Identify main idea (most important point the author makes about a topic) and literary elements: title, plot, climax, main character traits, setting, genre, conflict, theme, and point of view. Locate and label the type of language and interpret what the author means Use information and background knowledge to draw conclusions/make inferences Use the text features to locate and recall information, with emphasis on cue words and phrases Summarize the content of a text by providing a statement of the most important ideas Evaluate text information by organizing in outline form Using background knowledge, students will connect topics and information Monitor comprehension in relation to questions generated and summarized; classify information according to topics Using textual and background clues to conclude the underlying message of the author Draw questions from the text by applying evidence of textual clues Understand the author's purpose by drawing conclusions and making inferences Utilize inference skills to digest the text in concern to the author's thought process Use textual clues to determine generalizations Adjust reading rate in order to develop a mental picture of materials read; generate questions and synthesize text by inferring author's message Make inferences and draw conclusions about characters' traits, and actions based on plot, setting, motives, and responses to other characters Plan a method to approach written materials for understanding Aid understanding of reading by using punctuation Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text 	<p>TEST PREPARATION AND REVIEW</p> <p>READING Students will participate in an in-depth study/review to prepare for NMSBA and future education. Students will revisit previously taught concepts through handouts, media, and test preparation materials. Students will read for meaning and comprehension. They will apply knowledge to make inferences and generalizations. Students will practice reading strategies in group and individual occurrences. ASSESSMENT: Teacher generated assessments, Short cycle assessments, participation, and classroom activities.</p>	<p>Macmillan Achievement Practice Test</p> <p>Practice Test from Teacher Created Resources, Inc. http://www.teachervision.com (test prep)</p> <p>Carson-Dellosa Practice Test Materials</p> <p>SRA practice test</p> <p>MAPs Short Cycle Assessments http://www.staete.tn.us/education/assessmetn/docs/tsachsamp6.pdf</p> <p>Teacher generated assessments</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How can breaking down and practicing language skills build test taking performance?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
	<p>1C Apply critical thinking skills to analyze information</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p> <p>2A Use speaking as an interpersonal communication tool</p> <p>2B Apply grammatical and language conventions to communicate</p> <p>3A Use language, literature, and media to understand various social and cultural perspectives</p>	<p>1C3a Using knowledge of language structure and literary or media techniques [R2]</p> <p>1D1f Discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback [R2]</p> <p>2A1 Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer) [R2]</p> <p>2A2 Clarify, illustrate, and expand upon topics in discussions [R2]</p> <p>2A3 Use oral clues to indicate levels of certainty (e.g., "what if," "very likely," "I'm unsure of") [R2]</p> <p>2B4 Use verbs that agree with compound subjects [R1]</p> <p>2B7 Demonstrate an awareness of language conventions and usage during oral presentations [R2]</p> <p>2B8 Identify and correct errors in everyday speech [R1]</p> <p>2B9 Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies</p> <p>3A3 Examine connections between cultures worldwide and American society as depicted through literature and media</p>	<ul style="list-style-type: none"> Determine the consequences of determined generalizations Explain how the literary devices affect the basic story structure of a story line Aid understanding of reading by using punctuation Be an active part of a group discussion by fulfilling specific roles In discussion groups use words to promote understanding Subject-verb agreement When giving oral presentations, use correct language conventions in speech Recognize errors in daily language Communicate views held by the students by stating them with thorough data accompanied with visual or media displays Compare and contrast literary diversity between American society and worldwide cultures 	<p>TEST PREPARATION AND REVIEW</p> <p>LANGUAGE ARTS</p> <p>Students will participate in an in-depth study/review to prepare for NMSBA and future education. Students will revisit previously taught concepts through handouts, media, and test preparation materials. Students will clarify, illustrate and expand upon topics in discussions. Students will participate in discussion groups to demonstrate an awareness of language conventions and identify and correct errors in everyday speech. Students will practice writing and language strategies in group and individual occurrences. Students will focus heavily upon writing, grammar and conventions, and language for communication.</p>	<p>Daily Oral Language by Write Source</p> <p>Macmillan/McGraw-Hill Language Arts Grammar Practice Book and Weekly Tests</p> <p>Macmillan/McGraw-Hill Daily Oral Language Practice Book</p> <p>Teacher developed grammar packets</p> <p>http://visual.merriam-webster.com/index.php (vocabulary)</p> <p>http://www.internet4classrooms.com/skills_6th_lang.htm (online grammar/comprehension practice)</p> <p>Writers Inc by Write Source</p> <p>MAPs Short Cycle Assessments</p> <p>http://www.staete.tn.us/education/assessmetn/docs/tsachsamp6.pdf</p> <p>Teacher generated assessments</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does grammar and vocabulary skills/knowledge help to increase comprehension of text?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	<p>2B Apply grammatical and language conventions to communicate</p> <p>2C Demonstrate competence in the skills and strategies of the writing process</p> <p>2B Apply grammatical and language conventions to communicate</p>	<p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're)</p> <p>2C1b Using direct feedback from peers to revise content</p> <p>2C1c Writing for public and private audiences</p> <p>2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p> <p>2B3 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning [R2]</p> <p>2B4 Use verbs that agree with compound subjects [R1]</p> <p>2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences [R1]</p> <p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they're) [R1]</p>	<ul style="list-style-type: none"> Identify commonly misspelled words by analyzing word parts Peer-editing and correcting content of writing pieces Construct writings that encompass a specific voice appropriate for the writing <ul style="list-style-type: none"> Recognize and correctly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses to demonstrate correct meaning Subject-verb agreement Combine two clauses by using a conjunction to create a compound sentence Identify commonly misspelled words by analyzing word parts 	<p>In small groups, students examine, correct, and proofread predetermined, grammatically incorrect sentences and/or paragraphs to properly edit. This activity is a daily, on-going procedure in which students are required to participate. This unit will focus on punctuation to aid the understanding of reading.</p> <p>ASSESSMENT: Students individually correct grammatical errors on selected skills performed.</p> <p>Throughout the year, students will focus extensively on spelling, grammar, punctuation, daily oral speech errors, and proper writing through cross-curricular activities with math, science, social studies, music, and reading.</p> <p>ASSESSMENT: Students will exhibit skills through quizzes, test, and classroom assessments.</p> <p>Introduce vocabulary from <u>The Cay</u> by students in small groups identifying words within context to be defined using a dictionary. In a whole group setting, students will determine and agree upon a suitable definition for the word as used within the story. Students will then compose an 8 to 10 word, well-written sentence in student language to aptly demonstrate word meaning to correspond to textual usage. Using appropriate word searches and crossword puzzles, students will independently revisit the vocabulary to assist in story comprehension.</p> <p>ASSESSMENT: Students will complete a teacher-constructed test to display knowledge base of vocabulary. Grades will be based on correct responses on the Cloze technique constructed test.</p>	<p>Daily Oral Language by Write Source</p> <p>Macmillan/McGraw-Hill Language Arts Grammar Practice Book and Weekly Tests</p> <p>Macmillan/McGraw-Hill Daily Oral Language Practice Book</p> <p>Teacher developed grammar packets</p> <p><u>The Cay</u> novel by Theodore Taylor</p> <p><u>LitPlan Teacher Pack for The Cay</u> by Teacher's Pet Publications</p> <p>http://visual.merriam-webster.com/index.php (vocabulary)</p> <p>http://www.internet4classrooms.com/skills_6th_lang.htm (online grammar/comprehension practice)</p>

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CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does an author use a theme (racism) throughout a selection to educate/entertain the reader?

Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	<p>1A Listen to, read, react to, and interpret information</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p> <p>2A Use speaking as an interpersonal communication tool</p>	<p>1A2 Relate details, main ideas, setting, action, and main character(s) [R1]</p> <p>1A3 Explore expressive materials that are read, heard, or viewed [R1]</p> <p>1A5 Interact appropriately in group settings [R1]</p> <p>1D1 Increase fluency, comprehension and insight through meaningful and comprehensive reading instruction</p> <p>1D1a Using effective reading strategies to match type of text</p> <p>1D1c Reading self-selected literature and other materials of individual interest</p> <p>1D1d Reading selections and other materials assigned</p> <p>1D1e Discussing selections in teacher/student discussions and small groups Taking an active role in whole class seminars</p> <p>1D1g Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</p> <p>2A2 Use oral clues to indicate levels of certainty (e.g., "what if," "very likely," "I'm unsure of")</p>	<ul style="list-style-type: none"> Identify main idea (most important point the author makes about a topic) and literary elements: title, plot, climax, main character traits, setting, genre, conflict, theme, and point of view. Listen attentively for main ideas and detail as established by purpose; define the literature according to problem and solution, fiction, or non-fiction Each student will maintain an active role in a group setting and hand in applied materials Increase ability to decode words correctly at a rate of proficiency and stop periodically and summarize what they have read in their own words. Adjust reading rate in order to develop a mental picture of materials read; generate questions and synthesize text by inferring author's message Use 5-finger rule to determine appropriate level of text for independent reading Monitor comprehension by generating questions and drawing conclusions Generate questions and discuss possible solutions; retell story in correct sequence Utilize active participation to answer teacher-student questions Make inferences and draw conclusions about characters' traits, and actions based on plot, setting, motives, and responses to other characters In discussion groups use words to promote understanding 	<p>Students will listen to and follow along with a read aloud of chapters in three sections (1-6, 7-12, and 13-19) of <u>The Cay</u>. As students begin the book, they will engage in group discussions to clarify, illustrate, and expand upon topics in discussions. Group discussion topics will include, but not be limited to the recurring theme of racism since the book is dedicated to Martin Luther King, Jr. and his dream of equality. Students will journal to respond to the prompt of, "Describe general dialogue and nonverbal clues that provide evidence to the reader of Philip's racism toward Timothy. Provide evidence, reasons, or relevant information to support the conclusion drawn from these generalizations."</p> <p>ASSESSMENT: In small groups students will complete teacher-developed packets that focus on previously discussed topics and events from <u>The Cay</u>. Once completed, students will meet in a whole group setting to synthesize appropriate responses to packets. As a final component to assess understanding demonstration, students will individually study group-completed packets and complete a similar model. Grades will be assigned based on percentage of correct responses.</p>	<p><u>The Cay</u> novel by Theodore Taylor</p> <p><u>LitPlan Teacher Pack for The Cay</u> by Teacher's Pet Publications</p> <p>Teacher-developed journal</p> <p>Teacher-developed packets focusing on comprehension</p> <p>Picture Books: <u>Baseball Saved Us</u> by Ken Mochizuki and <u>Star of Fear, Star of Hope</u> by Jo Hoestlandt</p>

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LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How do reading strategies assist in text clarification (including distortion and stereotypes present)?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	<p>1C1 Apply critical thinking skills to analyze information su9ing critical thinking stills and creating criteria to evaluate text and multimedia 1D1 Demonstrate competence in the skills and strategies of the reading process by increasing the fluency, comprehension, and insight through meaningful and comprehensive reading instruction.</p>	<p>1C1b Identifying and exploring the underlying assumptions of the author [R2]</p> <p>1D1h Investigating examples of distortion and stereotype [R2]</p>	<ul style="list-style-type: none"> Utilize inference skills to digest the text in concern to the author's thought process Study and explain how distortion and stereotype examples are present in text 	<p>A character map from <u>The Cay</u> is developed to (individually and as a posted classroom map) to illustrate the progression of the two characters (Philip and Timothy) from hostility to friendship and eventually a family relationship. Key events of the story will be written on the map throughout the reading to demonstrate the change in the relationship between the two characters. Students will focus on elements of distortion and stereotyping present in the text. ASSESSMENT: Completed, turned-in map.</p>	<p><u>The Cay</u> novel by Theodore Taylor <u>LitPlan Teacher Pack for The Cay</u> by Teacher's Pet Publications http://www.teach-nology.com/web_tools/rubrics/ Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/links.html</p>
	<p>1C1 Apply critical thinking skills to analyze information su9ing critical thinking stills and creating criteria to evaluate text and multimedia 1D Demonstrate competence in the skills and strategies of the reading process 2A Use speaking as an interpersonal communication to</p>	<p>1C1b Identifying and exploring the underlying assumptions of the author [R2]</p> <p>1D3 Use specific strategies to clear up confusing parts of text (e.g. re-read the text, consult another source, ask for help) [R2]</p> <p>2A2 Use oral clues to indicate levels of certainty (e.g., "what if," "very likely," "I'm unsure of")</p>	<ul style="list-style-type: none"> Utilize inference skills to digest the text in concern to the author's thought process Plan a method to approach written materials for understanding In discussion groups use words to promote understanding 	<p>Students will re-read text from <u>The Cay</u> using the Jigsaw process. Each group will write two self-questions while reading the text. Students will then write two summarization sentences. Groups will share questions and statement with the rest of the group. ASSESSMENT: Anecdotal record and participation will determine each student's grade for this activity.</p>	<p><u>The Cay</u> novel by Theodore Taylor <u>LitPlan Teacher Pack for The Cay</u> by Teacher's Pet Publications Macmillan/McGraw-Hill handout Making Content Comprehensible for English Learners the SIOP Model by Jane Echevarria, JaryEllen Vogt, Deborah J. Short <u>99 Ideas and Activities for Teaching English Learners with the SIOP Model</u> by Jane Echevarria, JaryEllen Vogt, Deborah J. Short</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does language benefit communication of thoughts and ideas when constructed correctly?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	<p>2C Demonstrate competence in the skills and strategies of the writing process</p> <p>3A Use language, literature, and media to understand various social and cultural perspectives.</p>	<p>2C1 Writing for public and private audiences [R1]</p> <p>3A2 Respond to historically or culturally significant works of literature to develop an awareness of perspective(s) [R2]</p> <p>3A3 Examine connections between cultures worldwide and American society as depicted through literature and media</p>	<ul style="list-style-type: none"> Completed, published Schaffer essays Demonstrate a knowledge of a differing point of view caused when reacting to diverse historical or cultural works Compare and contrast literary diversity between American society and worldwide cultures 	<p>Students will discuss the WWII effort and the money required for this endeavor. Since students will be learning about the war in history classes, the background knowledge will include the reasons for the US joining the war and dollars contributed to the allies. Using knowledge discussed, students will compose a business letter to the government to persuade the government to extend the search for the characters who have been “lost” from <i>The Cay</i>. The letter will be written from the point of view of a concerned family member who questions the government’s lack of intensity in the search for lost victims. The prepared request in the form of a business letter will be presented at the next government meeting.</p> <p>ASSESSMENT: As per business letter rubric.</p>	<p><u>The Cay</u> novel by Theodore Taylor</p> <p><u>LitPlan Teacher Pack for The Cay</u> by Teacher’s Pet Publications</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Computer Lab</p> <p>Library</p> <p>“Writers”</p> <p><u>Writers Inc</u> by Write Source</p>
	<p>2B Apply grammatical and language conventions to communicate</p>	<p>2B3 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning</p> <p>2B4 Use verbs that agree with compound subjects</p> <p>2B5 Punctuate using commas that link two clauses with a conjunction in compound sentences</p> <p>2B6 Correctly spell frequently misspelled words (e.g., there, their, they’re)</p>	<ul style="list-style-type: none"> Recognize and correctly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses to demonstrate correct meaning Vary sentence structure Subject-verb agreement Combine two clauses by using a conjunction to create a compound sentence 	<p>Throughout the unit students will focus on grammar to include identifying and properly using indefinite pronouns, present perfect, past perfect, and future perfect verb tenses to demonstrate correct meaning. Using text, students will examine subject-verb agreements with compound sentences and combine clauses using conjunctions to create compound sentences. Students will log examples with commentary to demonstrate understanding.</p> <p>ASSESSMENT: Individual student writing logs will be assessed for correct examples of the aforementioned skills.</p>	<p><u>Daily Oral Language</u> by Write Source</p> <p>Macmillan/McGraw-Hill Language Arts Grammar Practice Book and Weekly Tests</p> <p>Macmillan/McGraw-Hill Daily Oral Language Practice Book</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does language semantics and propaganda contribute to understanding?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	<p>1C Apply critical thinking skills to analyze information</p> <p>1D Demonstrate competence in the skills and strategies of the reading process</p>	<p>1C3a Using knowledge of language structure and literary or media techniques [R2]</p> <p>1D1f Discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback [R2]</p>	<ul style="list-style-type: none"> Examine language semantics for structure Explain how the literary devices affect the basic story structure of a story line 	<p>Students will be given a listing of 10 statements from Timothy using his Calypso language. In a think-pair-share setting, using knowledge of semantics, students will re-write the quotes using modern English while maintaining similar meaning.</p> <p>ASSESSMENT: Participatory engagement within grouping.</p>	<p><u>The Cay</u> novel by Theodore Taylor</p> <p><u>LitPlan Teacher Pack for The Cay</u> by Teacher's Pet Publications</p> <p>Macmillan/McGraw-Hill handout</p> <p><u>Making Content Comprehensible for English Learners the SIOP Model</u> by Jane Echevarria, JaryEllen Vogt, Deborah J. Short</p>
	<p>1B Gather and use information for research and other purposes</p> <p>1C3 Apply critical thinking skills to analyze information by developing and applying appropriate criteria to evaluate the quality of communication</p> <p>2B Apply grammatical and language conventions to communicate</p>	<p>1B2 Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements [R2]</p> <p>1C3b Drawing conclusions based on evidence, reasons, or relevant information [R2]</p> <p>1C3c Considering the implications, consequences, or impact of those conclusions [R2]</p> <p>2B7 Demonstrate an awareness of language conventions and usage during oral presentations [R2]</p> <p>2B9 Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies</p>	<ul style="list-style-type: none"> Generate a student-driven brochure as a main character for an analysis of self Use textual clues to determine generalizations Determine the consequences of determined generalizations When giving oral presentations, use correct language conventions in speech Communicate views held by the students by stating them with thorough data accompanied with visual or media displays 	<p>Students will investigate propaganda techniques through current advertisements. Students will also be provided with advertisements from the WWII era. In small groups, they will compare and contrast the techniques, audience, and general structure of sales from each time period. Students will devise an advertisement appropriate for the distribution of fuel, fuel prices, etc. to coincide with <u>The Cay</u>. Through the design of the advertisement, students will produce a poster for the ad including necessary details. Students will then prepare a PowerPoint presentation of the process of constructing the poster, including the poster as an object within the presentation. Students will communicate views by stating them with thorough data accompanied with the visual and media (PowerPoint) display.</p> <p>ASSESSMENT: Rubric for poster and separate rubric for oral presentations.</p>	<p><u>The Cay</u> novel by Theodore Taylor</p> <p><u>LitPlan Teacher Pack for The Cay</u> by Teacher's Pet Publications</p> <p>http://www.teach-nology.com/web_tools/rubrics/</p> <p>Computer Lab</p> <p>Library</p> <p>Handouts of ads from WWII era</p>

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CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does one organize specific steps for following a procedure?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	<p>1B Gather and use information for research and other purposes 2B Apply grammatical and language conventions to communicate 3A Use language, literature, and media to understand various social and cultural perspectives</p>	<p>1B2 Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements [R2] 2B7 Demonstrate an awareness of language conventions and usage during oral presentations [R2] 2B9 Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies 3A2 Respond to historically or culturally significant works of literature to develop an awareness of perspective(s) [R2] 3A3 Examine connections between cultures worldwide and American society as depicted through literature and media</p>	<ul style="list-style-type: none"> • Generate a student-driven brochure as a main character for an analysis of self When giving oral presentations, use correct language conventions in speech • Communicate views held by the students by stating them with thorough data accompanied with visual or media displays • Demonstrate a knowledge of a differing point of view caused when reacting to diverse historical or cultural works • Compare and contrast literary diversity between American society and worldwide cultures 	<p>Students will investigate and research types of WWII ships including ones designed as the <i>SS Hato</i>(the ship in <u>The Cay</u>). Students will decipher ship design and naval usage. Students will use library, internet, provided references, and other media to discover historic and current methods of emergency exit of ship abandonment. Students will then create a tri-fold brochure to provide instructions for abandoning a ship the size of the <i>SS Hato</i> or larger in the event of an emergency. Students may work in small groups or independently to design the brochure. Students may develop brochure using construction paper or available technology (ie. Microsoft Word or Microsoft Publisher).</p> <p>ASSESSMENT: As per rubric for project.</p>	<p>The Cay novel by Theodore Taylor http://www.ncsu.edu/midlink/ho.html (rubric)</p> <p>The Attack on Pearl Harbor by Tom McGowen, Children’s Press</p> <p>Submarines and U Boats by Commander Jeff Tall, Scholastic Books</p> <p>The History of Submarines by Gregory Payan, Children’s Press</p> <p>http://www.uboat.net/type/s/index.html (uboats)</p> <p>Computer Lab</p> <p>Construction Paper</p> <p>Library</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: How does one demonstrate competence in writing a multi-paragraph essay presenting problems and solutions?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	2C Demonstrate competence in the skills and strategies of the writing process	<p>2C1 Compose a variety of writings that express individual perspectives drawn from personal or related experience [R1] 2C1a Drafting, revising, editing, and proofreading own written work [R1] 2C1b Using direct feedback from peers to revise content [R1] 2C1c Writing for public and private audiences [R1] 2C2 Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported ideas [R1] 2C3 Produce writings that incorporate a definite voice of the author appropriate to the writing process</p>	<ul style="list-style-type: none"> Using the Schaffer Method, create an expository, multi-paragraph essay Analyze daily oral language by utilizing proper proofreading marks while editing, synthesizing, and evaluating Schaffer writing pieces Peer-editing and correcting content of writing pieces Completed, published Schaffer essays Schaffer method used to compose a multi-paragraph essay Construct writings that encompass a specific voice appropriate for the writing 	<p>Students will compose a multi-paragraph, Schaffer method writing piece using the prompt, “Phillip’s parents argued about whether or not he and his mother should go back to Virginia. His father said that if they went, they should go by airplane. His mother said she was afraid to fly, and she wanted to go to Miami by boat and then to Norfolk by train. His father didn’t believe a ship would be safe because of the danger from the German submarines. He thought they were safer on the island. Phillip wanted to stay with his father. Suppose the Enright family came to you to ask your opinion about what to do. They say they will accept your opinion and do whatever you suggest. In a three one-chunk paragraph response, demonstrate competence in writing a multi-paragraph essay that presents the problems and solutions for the Enright family. Compose your response with an introduction, body, and conclusion adhering to correct language conventions and expressing individual perspectives drawn from person or related experiences.” Students will perform Schaffer process skills of drafting, revising, editing, proofreading own written work, and direct feedback from peers to publish a final copy. ASSESSMENT: As per Schaffer method rubric.</p>	<p>The Cay novel by Theodore Taylor Schaffer guides The Attack on Pearl Harbor by Tom McGowen, Children’s Press Submarines and U Boats by Commander Jeff Tall, Scholastic Books The History of Submarines by Gregory Payan, Children’s Press http://www.uboat.net/type/s/index.html (uboats) http://www.doe.in.gov/inacess/pdf/writing_resources.pdf (rubrics)</p>

Portales Municipal Schools
CURRICULUM MAP

LANGUAGE ARTS

2009

GRADE SIX

ESSENTIAL Question: What were the character's actions and how did those actions reflect the character's culture?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 th	<p>1C3 Apply critical thinking skills to analyze information by developing and applying appropriate criteria to evaluate the quality of communication</p> <p>1D1 Demonstrate competence in the skills and strategies of the reading process to increase fluency, comprehension, and insight through meaningful and comprehension reading instruction</p> <p>3A Use language, literature, and media to understand various social and cultural perspectives</p>	<p>1C3b Drawing conclusions based on evidence, reasons, or relevant information [R2]</p> <p>1D1f Discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback [R2]</p> <p>3A1 Describe how characters' actions reflect their cultures [R2]</p>	<ul style="list-style-type: none"> Determine the consequences of determined generalizations Explain how the literary devices affect the basic story structure of a story line Describe how cultures affect character's actions in story lines 	<p>Upon completion of each of the three sections, students will complete a teacher-constructed graphic organizer in which they will identify a character's actions and how those actions reflected the character's culture.</p> <p>ASSESSMENT: Graphic organizer rubric.</p>	<p>Macmillan/McGraw-Hill Graphic Organizer handouts/transparencies</p> <p>The Cay classroom set books by Theodore Taylor</p> <p>Graphic Organizer Rubric</p> <p>http://www.teachervision.com/graphic-organizers/printable/6293.html</p> <p>http://www.graphic.org/links.html</p> <p>http://www.ncsu.edu/midlink/ho.html (rubric)</p>