

### Curriculum Map for Grade 6 ELA and Reading

	Unit One	Unit Two
Start/End Date	Quarter 1	Quarter 2
Unit Name or Theme	Loyalty and Respect	Space and Time
Essential Questions	<p>How can we help protect those we love?</p> <p>Why should we care about people we don't know?</p> <p>How do we learn to connect with others in a new place?</p> <p>Why is it important to care about nature?</p> <p>How do animals and humans develop understanding and trust?</p>	<p>Why is it important to know about the universe?</p> <p>What can we learn from studying fossils?</p> <p>How can knowing the past help us understand the present?</p> <p>How can a focus on the future help us imagine new possibilities?</p> <p>Why is it important to know about ancient civilizations?</p>
Assessment (Formative & Summative Pre Test - Parallel)	<p>Benchmark Assessment</p> <p>Writing Scoring Rubric</p> <p>ELA center completion</p> <p>Unit tests</p> <p>Reading Series worksheets</p> <p>Teacher made activities</p> <p>Teacher observations</p> <p>Write a Memoir</p> <p>Develop a character sketch</p> <p>Write a journal entry using voice</p> <p>Develop a response log</p> <p>Expository essay (problem/solution)</p>	<p>Benchmark Assessment</p> <p>Writing Scoring Rubric</p> <p>ELA center completion</p> <p>Unit tests</p> <p>Reading Series worksheets</p> <p>Teacher made activities</p> <p>Teacher observations</p> <p>Expository essay (descriptive)</p> <p>Write a hypothesis and results essay</p> <p>Write a friendly letter</p> <p>Write an article from interview</p> <p>Create a variety of lists</p>
Student Skills	<p><b>Improve:</b> use of Writing Process, listening skills, reading and writing skills</p> <p>Build vocabulary</p> <p>Identify Genre</p> <p>Recognize fact vs. opinion</p> <p>Describe setting</p> <p>Compare and contrast</p> <p>Make valid predictions with support</p> <p>Identify Cause and Effect</p> <p>Make Inferences</p> <p>Writing for tests activity</p> <p>Listen and Respond to poetry</p> <p>Word Roots</p> <p>Context clues</p>	<p><b>Improve:</b> use of Writing Process, listening skills, reading and writing skills</p> <p>Build vocabulary</p> <p>Identify Genre</p> <p>Identify main idea and supporting details</p> <p>Sequence events</p> <p>Understand suffixes</p> <p>Make Inferences</p> <p>Compare and contrast</p> <p>Conduct an interview</p> <p>Summarize</p> <p>Writing for tests activity</p> <p>Extended text based responses</p>
Instructional Strategies	<p>Model the Writing Process</p> <p>Demonstrate peer revising</p> <p>Word Roots</p> <p>Context clues</p> <p>Editing/Revising Checklist</p> <p>Word wall</p> <p>Graphic organizer</p>	<p>Model the Writing Process</p> <p>Demonstrate peer editing</p> <p>KWL</p> <p>Previewing and predicting</p> <p>Review syllable patterns</p>
Resources and Materials	<p>Baseline Assessment</p> <p>Benchmark Assessment</p> <p>Scott Foresman Reading Street Series 6.1</p> <p>Scott Foresman Reading Street Leveled Readers</p> <p>Independents Reading Project Choice List</p> <p>Classroom computers</p> <p>Smartboard</p> <p>Audio CD player</p> <p>Selection Test</p> <p>Fresh Reads</p> <p>Audio Text CD</p>	<p>Baseline Assessment</p> <p>Benchmark Assessment</p> <p>Scott Foresman Reading Street Series 6.1</p> <p>Scott Foresman Reading Street Leveled Readers</p> <p>Independents Reading Project Choice List</p> <p>Classroom computers</p> <p>Smartboard</p> <p>Audio CD player</p> <p>Selection Test</p> <p>Fresh Reads</p> <p>Audio Text CD</p>