

**Southern Cayuga Central School District
Emily Howland Elementary
Curriculum Map 2023-2024**

Subject: ELA

Grade: 6

| Instructional Days | Essential Questions | Topic/Text | Skills | Resources | Standards | Assessments | Vocabulary (Tier 2) |
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| Sept. | <p>How can groups of people support one another in the face of oppression?</p> <p>How can sacrificing lead to a better future?</p> <p>Is telling the truth always for the best?</p> <p>When is it appropriate to defy authority?</p> | <p>Building Background/ Holocaust Anne Frank</p> <p>TEXT: Number the Stars</p> | <p><u>READING</u></p> <p><i>*Reading Comprehension</i></p> <p><i>*Vocabulary</i></p> <p><i>*Literary terms</i></p> <p><i>*Cause and effect</i></p> <p><i>*Compare and Contrast</i></p> <p><i>*Character Traits</i></p> <p><i>*Story Setting</i></p> <p><i>*Plot</i></p> <p><u>VOCABULARY</u></p> <p><i>*Close Reading</i></p> <p><i>*Context Clues</i></p> <p><i>*Vocabulary Strategies</i></p> <p><u>WRITING</u></p> <p><i>*Short answer response</i></p> <p><i>*Long answer response</i></p> <p><i>*Newspaper Book Report</i></p> | <p>*The Holocaust from TPT</p> <p>*My Number the Stars Novel Study Packet from TPT</p> <p>*Number the Stars Book Report</p> <p>*Anne Frank Video https://www.youtube.com/watch?v=ond6r5pafj</p> <p>*Acrostic Poems based on characters</p> <p>*Word Search</p> | <p><i>R.I. 6.2, 6.3, 6.5, 6.6</i> <i>R.L. 6.2, 6.3, 6.4, 6.5, 6.6</i> <i>W. 6.1</i></p> | <p>Chapter quizzes</p> <p>Number the Stars Whole Book Comprehension Test</p> <p>Book Report Project</p> <p>Informal Assessments: Entrance Tickets, Comprehension questions, Exit Tickets</p> | <p>Chpt. 1: sabotage humorous, anxiously</p> <p>Chpt. 2: solemn, citizen</p> <p>Chpt. 3: ordinary, tormenting</p> <p>Chpt 4: exasperated, bellowed, disdainfully</p> <p>Chpt. 5: unwavering, abruptly</p> <p>Chpt. 6: suspicious, tentatively</p> <p>Chpt. 7: harbor, hazy</p> <p>Chpt 8: scolded, dismay</p> |

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| | | | | | | | <p>Chpt 9: rhythmically, dismayed</p> <p>Chpt 10: staccato, linger</p> <p>Chpt 11: rummaging, protruding</p> <p>Chpt 12: peered</p> <p>Chpt 13: faltered, vast</p> <p>Chpt 14: brusque, donned, tantalize</p> <p>Chpt 15: quavering, implored</p> <p>Chpt 16: hastily, warily</p> <p>Chpt 17: rejoicing</p> <p>Other: deprivation, sacrifices</p> |
| <p>Module 2a-October-December</p> | <p>*What are rules to live by?</p> <p>*How do we communicate these “rules”?</p> <p>How does figurative language and word choice</p> | <p>Close Reading/ Rules to Live By</p> <p>TEXT: Bud, Not Buddy- Christopher Paul Curtis</p> | <p><u>READING</u></p> <p><i>*Close reading</i></p> <p><i>*Reading comprehension</i></p> <p><i>*Vocabulary</i></p> <p><i>*Literary terms</i></p> <p><i>*Literary response and expression</i></p> <p><i>*Recognizing and reading various genres</i></p> | <p>*Steve Jobs Commencement Address</p> <p>*If by Rudyard Kipling (Audio and print versions)</p> | <p><i>R.L. 6.1, 6.2, 6.4, 6.5,</i></p> <p><i>R.I. 6.1, 6.2, 6.5</i></p> <p><i>W. 6.2, 6.3, 6.4, 6.9, 6.11</i></p> <p><i>L. 6.1, 6.5</i></p> | <p>Mid Unit 1- Interpreting Figurative Language</p> <p>End of Unit 1- Interpretation of President Obama Speech</p> | <p>Tier II:</p> <p>-Argue</p> <p>-Central Theme</p> <p>-Clarify -Conclusion</p> <p>-Content -Critique</p> <p>-Elaborate</p> <p>-Evidence -Excerpt</p> <p>-Inference</p> <p>-Introduction</p> <p>-Paraphrase</p> |

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| | affect the tone and meaning of a text? | <p> <i>*Critical Analysis and evaluation</i> <i>*Shared reading in small groups</i> <i>*Poetry interpretation and analysis</i> <i>*Poetic elements</i> </p> <p><u>VOCABULARY</u></p> <p> <i>*Close Reading</i> <i>*Context Clues</i> <i>*Vocabulary Strategies</i> <i>*Annotation</i> </p> <p><u>WRITING</u></p> <p> <i>*Analysis of Elements of plot</i> <i>*Research Based</i> <i>*Critical Analysis</i> <i>*Supporting Evidence</i> <i>* Domain Specific Vocabulary in Writing</i> <i>*Graphic Organizers</i> <i>*Paraphrase/Quotations</i> <i>* Grammar</i> <i>*Sentence Structure</i> <i>*Punctuation</i> </p> <p><u>SPEAKING</u></p> <p> <i>* Pairs</i> <i>* Small Group</i> <i>*Whole Group</i> <i>*Active Discussion</i> </p> <p><u>LISTENING</u></p> <p> <i>*Pairs</i> <i>* Small Group</i> </p> | <p>Martin Luther King Jr. Speech (from T-P-T)</p> <p>Poetry Unit (from T-P-T)</p> <p>Rule project-research project</p> <p>figurative language break out box</p> <p>Shades of meaning-connotative language and word choice</p> | | <p>Mid Unit 2- Stanza 4 of If poem analysis and interpretation</p> <p>End Unit 2- Literary Analysis Essay</p> <p>Mid Unit 3- Gathering evidence from research article</p> <p>End of Unit 3- Rule project report and presentation</p> <p>Informal Assessments: Entrance comprehension questions</p> <p>Exit Tickets</p> <p>Comprehension quizzes on Socrative</p> <p>Classroom worksheets</p> | <p>-Perspective -Point of View -Precise -Relevant -Structure -Tone -Word Choice</p> <p>Tier III: -Narrator -Protagonist -Literary Argument</p> |
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| | | | <i>*Whole Group</i> <i>*Active Discussion</i> <i>*Close Listening</i> | | | | |
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| Instructional Days | Essential Questions | Topic/Text | Skills | Resources | Standards | Assessments | Vocabulary (Tier 2) |
|--------------------------------|---|--|--|--|---|--|---|
| Module 1- January- March | *What skills does a hero possess? *What obstacles do most heroes face? *How does knowledge of the Hero's Journey help to more deeply understand character ? | Myths: Not Just Long Ago TEXT: *The Lightning Thief- Rick Riordan *Myths and Legends *The Hero's Journey *Cronus Myth *Key Elements of Mythology *Prometheus Myth | <u>READING</u> <i>*Figurative Language</i> <i>*Main Idea/Summary</i> <i>*Visual Interpretation</i> <i>*Compare/Contrast</i> <i>*Point of View</i> <i>*Author's Purpose</i> <i>*Opinion and Reasons</i> <i>*Literary Devices</i> <u>VOCABULARY</u> <i>*Close Reading</i> <i>*Context Clues</i> <i>*Vocabulary Strategies</i> <i>*Annotation</i> <u>WRITING</u> <i>*Character Analysis</i> <i>*Research Based</i> <i>*Critical Analysis</i> <i>*Supporting Evidence</i> | Prometheus Myth Cronus Myth Modeled writing pieces Varied myths- Reader's Theater Movie: Moana Movie: The Lightning Thief Videos/websites for background | R.L. 6.1-6.3, R.I. 6.1 W.6.2-6.4, 6.9, 6.11 L. 6.1 | Mid Unit 1- Inferences about Character End of Unit 1- Character Alignment to The Hero's Journey Mid Unit 2- Literary Analysis Essay End Unit 2- Literary Analysis Essay | Tier II: -Characterization -Internal Conflict -External Conflict -Resolution -Align -Analyze -Annotate -Cite -Clarify -Concrete -Context Clues -Criteria -Critique -Evidence -Excerpt -Gist -Infer -Main idea -Paraphrase -Prefix |

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| | | <ul style="list-style-type: none"> * <i>Domain Specific Vocabulary in Writing</i> *<i>Graphic Organizers</i> *<i>Paraphrase/Quotations</i> * <i>Grammar</i> *<i>Sentence Structure</i> *<i>Punctuation</i> <p><u><i>SPEAKING</i></u></p> <ul style="list-style-type: none"> * <i>Pairs</i> * <i>Small Group</i> *<i>Whole Group</i> *<i>Active Discussion</i> <p><u><i>LISTENING</i></u></p> <ul style="list-style-type: none"> *<i>Pairs</i> * <i>Small Group</i> *<i>Whole Group</i> *<i>Active Discussion</i> *<i>Close Listening</i> | <p>building- google doc</p> <p>Video for theme</p> <p>Library lesson- round robin writing story to include stages of The Hero's Journey</p> | | <p>Mid Unit 3- Align myth to Hero's Journey Archetype</p> <p>End of Unit 3- Narrative Myth</p> <p>Informal Assessments: Entrance comprehension questions</p> <p>Exit Tickets</p> <p>Comprehension quizzes on Google Docs</p> <p>Classroom worksheets</p> | <ul style="list-style-type: none"> -Pronoun -Reading closely -Relevant -Structure -Supporting details <p>Tier III:</p> <ul style="list-style-type: none"> -Theme -Narrative -Expository -Point of View -Perspective -Paragraph -Run-on Sentence -Literary Elements |
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|----------------------------|---|--|---|---|--|--|--|
| Module 3- March to June | <p>*How do human activities affect the balance of our ecosystem?</p> <p>*How does an author's geographic location affect his perspective, and how is that perspective communicated in his writing?</p> <p>*How does an author develop the narrator's point of view and perspective?</p> <p>*How does an author's purpose affect the narrator's point of view?</p> <p>*How does an author's word choice help convey perspective and point of view?</p> | <p>UNDERSTANDING PERSPECTIVE: SUSTAINING THE OCEANS</p> <p>TEXT: World Without Fish by Mark Kurlansky</p> <p>Flush by Carl Hiaasen</p> | <p><u>READING</u></p> <p><i>*Use of multiple genres to develop and enhance close reading</i></p> <p><i>*Reading comprehension</i></p> <p><i>*Vocabulary</i></p> <p><i>*Literary terms</i></p> <p><i>*Literary response and expression</i></p> <p><i>*Recognizing and reading various genres</i></p> <p><i>*Critical Analysis and evaluation</i></p> <p><i>*Shared reading in small groups</i></p> <p><i>*Read and analyze research articles to support a claim</i></p> <p><u>VOCABULARY</u></p> <p><i>*Close Reading</i></p> <p><i>*Context Clues</i></p> <p><i>*Vocabulary Strategies</i></p> <p><i>*Figurative Language</i></p> <p><i>*Connotation</i></p> <p><i>*Annotation</i></p> <p><u>WRITING</u></p> <p><i>*Informational Consumer Guide</i></p> <p><i>*Research Based</i></p> <p><i>*Critical Analysis</i></p> <p><i>*Supporting Evidence</i></p> | <p>*Ending Overfishing video transcript packet</p> <p>*A Rapidly Disappearing Fish packet</p> <p>*Sustainable Fishing Methods packet</p> <p>*Buying Fish using Sustainable Fishing Methods packet</p> <p>*Point of view task cards (T-P-T)</p> <p>Biased writing unit (T-P-T)</p> | <p><i>R.L. 6.4, 6.5, 6.6, 6.11,</i> <i>R.I. 6.3, 6.4, 6.6, 6.7</i> <i>W. 6.2, 6.4, 6.6, 6.7, 6.9, 6.11</i> <i>L. 6.2, 6.3, 6.4</i></p> | <p>Mid Unit 1- Analyze Idea development in chapter 3 of WWF</p> <p>End of Unit 1- Analyzing Author's point of view and how it is conveyed in chapter 5 of WWF</p> <p>Mid Unit 2- Analyzing point of view and plot development in Flush</p> <p>End Unit 2- Evidence of author's perspective in Flush</p> <p>Mid Unit 3- Researching information about how to buy fish using sustainable fishing methods</p> | <p>Tier II:</p> <p>-Compelling</p> <p>-Conclusion</p> <p>-Conventions</p> <p>-Convey -Critique</p> <p>-Develop</p> <p>-Evaluate</p> <p>-Factual</p> <p>-Information</p> <p>-Formative</p> <p>-Feedback</p> <p>-Structure</p> <p>-Technique -Topic</p> <p>-Main Idea</p> <p>-Perspective</p> <p>-Point of View</p> <p>-Infer</p> <p>-Introduction</p> <p>Tier III:</p> <p>-Figurative</p> <p>-Language -First Person -Metaphor</p> <p>-Personification</p> <p>-Simile -Third Person</p> |

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|--|--|---|--|--|--|--|
| | | <ul style="list-style-type: none"> * <i>Domain Specific Vocabulary in Writing</i> *<i>Graphic Organizers</i> *<i>Paraphrase/Quotations</i> * <i>Grammar</i> *<i>Sentence Structure</i> *<i>Punctuation</i> <u><i>SPEAKING</i></u> * <i>Pairs</i> * <i>Small Group</i> *<i>Whole Group</i> *<i>Active Discussion</i> <u><i>LISTENING</i></u> *<i>Pairs</i> * <i>Small Group</i> *<i>Whole Group</i> *<i>Active Discussion</i> *<i>Close Listening</i> | | | <p>End of Unit 3- Informative Consumer Guide: What you need to know when buying fish</p> <p>Informal Assessments: Entrance comprehension questions</p> <p>Exit Tickets</p> <p>Comprehension quizzes on Socrative</p> <p>Classroom worksheets</p> | |
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