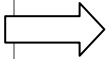
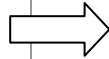
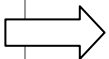
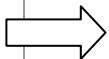
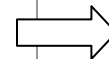
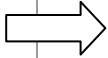
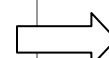
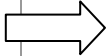


TSD Language Arts Curriculum Map	Teacher(s): Jacquie Whitmore	Creation Date: May 2010
	Grade Level: 6	Revision Date:

Timeframe and Month	First Trimester			Second Trimester			Third Trimester			
	August	September	October	November	December	January	February	March	April	May / June
Fertile Questions / Foci	<p>What are different ways to organize food systems, and how do different approaches affect outcomes?</p> <p>What factors promote and hinder a sustainable food system?</p>			<p>What makes a good government?</p> <p>What is the basic structure of the U.S. Constitution, and what are the roles/functions of the three branches of government?</p>	<p>What are civil rights and how can we best protect and promote them?</p> <p>Historically, which important leaders and significant events have positively impacted the struggle for civil rights among different groups of people, and why?</p>		<p>How do landforms and resources affect populations in the Western Hemisphere?</p>			<p>How do our national parks reflect major regions of North America?</p> <p>What is the purpose of our national park system?</p>
Literature Study/ Primary Resources	<p><i>Jessie De La Cruz</i> by Gary Soto</p> <p><i>Out of the Dust</i> by Karen Hesse</p> <p><i>Return to Sender</i> by Julia Alvarez</p> <p><i>Esperanza Rising</i> by Pam Munoz Ryan</p>	<p><i>There's No Food Like My Food</i> Discovery Education film series</p>	<p>Food System Student Inquiry Project and Oral Presentation</p>	<p><i>Shhh! We're Writing the Constitution</i> by Jean Fritz</p> <p><i>We the People; We the Kids</i></p> <p><i>The Constitution and You</i> Junior Scholastic article</p> <p><i>Our Founding Fathers</i> JS Readers' Theatre</p>	<p><i>To Be a Slave</i> by Julius Lester</p> <p><i>Roll of Thunder, Hear my Cry</i> by Mildred Taylor</p> <p><i>Walking to the Bus-Rider Blues; Forty Acres and Maybe a Mule</i> by Harriette Robinet</p> <p><i>I Have a Dream</i> by MLK JR.</p>	<p>Civil Rights Keynote Project and Oral Presentation</p> <p><i>Eyes on the Prize</i> PBS Documentary film series</p>	<p><i>The Call of the Wild</i> by Jack London</p> <p><i>The Pearl</i> by John Steinbeck</p> <p><i>Baseball in April</i> by Gary Soto</p> <p><i>House on Mango Street</i> by Sandra Cisneros</p>			<p><i>National Parks: America's Best Idea</i> PBS Documentary film series</p> <p>Nonfiction articles (Junior Scholastic and other sources)</p> <p><i>Black Canyon of the Gunnison</i> (non fiction text)</p>
Colorado Content Standards in Reading and Writing	<p>Oral Expression and Listening</p> <p>1a. Frame/deliver messages</p> <p>1b. Use evidence to develop credibility</p> <p>1c. Recognize difference between informal/formal lang.</p> <p>1d. Use active listening strategies</p> <p>1e. Plan for and participate in group discussion</p> <p>Writing and Composition III.3</p> <p>3a. Use punctuation correctly</p> <p>3b. Identify fragments</p> <p>3d. Maintain consistent verb tense</p>	<p>Reading for all Purposes II.1</p> <p>1a. Use different kinds of questions to clarify and extend comprehension</p> <p>1e. Draw conclusion from text and provide details to support answer</p> <p>1d. Relate a literary text to information about its setting</p> <p>1f. Summarize texts for important information, main ideas, theme</p> <p>Reading for all Purposes II.3</p> <p>3a. Use close reading to interpret texts</p> <p>3b. Separate known word parts to predict meaning of unfamiliar words</p> <p>3f. Investigate other sources to determine word meanings</p>	<p>Research and Reasoning</p> <p>1a. Identify topic for research; develop questions</p> <p>1b. Use range of print/non print materials</p> <p>1c. Locate specific information using index, table of contents, key words</p> <p>1d. Follow criteria for evaluating accuracy</p> <p>1e. Select and organize information</p> <p>Oral Expression and Listening 1a. – 1e.</p> <p>Writing and Composition III.3</p> <p>3a. -3f.</p>	<p>Reading for all Purposes II.2</p> <p>2a. Generate questions, make predictions/ inferences, draw conclusions based on text structures</p> <p>2b. Organize main idea/details to paraphrase key ideas/form summary</p> <p>2c. Use signal words</p> <p>2d. Use information from text features</p> <p>Writing and Composition III.2</p> <p>2a. Write multi paragraph</p>	<p>Reading for all Purposes II.1</p> <p>1b. Identify how author uses dialogue/specific word choice</p> <p>1c. Author's use of words, sentence structure, figurative language to create imagery and mood</p> <p>Writing and Composition III.1</p> <p>1a. – 1b.</p>	<p>Research and Reasoning 1a. – 1e.</p> <p>Oral Expression and Listening 1a. – 1e.</p>	<p>Oral Expression and Listening 1a. – 1e</p> <p>Writing III.2</p> <p>2c. Write to pursue a personal interest, to explain, or to persuade</p> <p>2g. Identify persuasive elements in a peer's writing and critique the effectiveness</p>	<p>Reading for all Purposes II.1</p> <p>1a. – 1f.</p> <p>Reading for all Purposes II.3</p> <p>3a. – 3f.</p> <p>Writing and Composition III.1</p> <p>1e. Use word choice, sentence structure, and sentence length to create voice and tone in writing</p>	<p>Reading for all Purposes II.2</p> <p>2a. – 2d.</p> <p>Writing and Composition III.2</p> <p>2a. – 2g.</p>	

		Writing and Composition III.1 1a. Employ a range of planning strategies to generate descriptive/sensory details 1b. Use a range of poetic techniques		compositions 2b. Organize information 2d. Write to analyze 2e. Select vocabulary/information to enhance central idea						
Lessons, Activities, Tasks	Literature Study Discussion Groups -Discussion group demo. (roles: director; judge; task master; clarifier) -‘Save the Last Word for Me’ discussion strategy A Tale of Two Strawberries Choral Reading -Fluency and oral expression -Comparing/contrasting two different food systems -Venn Diagram Simple Sentence Poem -Subject/verb agreement Weekly Word Study - Maintaining personal spelling lists -Word study strategies -Partner test procedures	Reading Response Journal Entries -Story elements -Literature response journal entry format (plot summary; personal response; 3 big questions; vocabulary) -Novel specific vocabulary activities -Formulating ‘big’ questions Literature Study Group Research Project/Presentation -Connecting themes among literature group novels related to farming and migrant farm workers -Discerning authentic information/reliable sources ‘Where I am From’ Food Traditions Poem -Poetic format -Word choice	Student Inquiry Project -Topic selection -Formulating essential questions -Primary/secondary sources -Effective interview strategies -Note taking -Citing sources -Writing to inform Prompted Paragraph Writing -Proofreading/editing for spelling, capitalization, subject/verb agreement Food System Expository Paragraphs -Organizing ideas to inform	Think, Pair, Share -Connecting background knowledge with what we read Readers’ Theatre -Fluency and oral expression Jigsaw reading -Non fiction text features -Summarizing informational text Visits to Two Farms Compare/Contrast Essay -Characteristics of compare/contrast writing -Organizational structures; signal words	Reading Response Journal Entries -Identifying figurative language (alliteration, allusion, metaphor, simile) Choral Reading Speech Analysis -Figurative language Diamante Poem -Response to <i>I Have a Dream</i> speech -Parts of speech (nouns, adjectives, participles)	Keynote Research Project -Discerning authentic information/reliable sources -Keynote formatting -Citing sources Prompted Paragraph Writing -Organizing a paragraph in response to a prompt Punctuation/Capitalization/Grammar Practice -Identifying pronouns, adjectives, and adverbs -Proper use of commas, apostrophes, and quotation marks	Literature Study Discussion Groups -‘Save the Last Word for Me’ discussion strategy -Plot maps -Character analysis chart Prompted Persuasive Essay Writing -Characteristics of persuasive writing -Thinking on paper (planning sheets) -Six Traits Scoring practice with anchor papers	Reading Response Journal Entries -Novel specific vocabulary activities -Formulating ‘big’ questions Memoir Writing -Characteristics of memoir -Writing in first person -Sensory details -Powerful verbs -Effective titles		Think, Pair, Share -Connecting background knowledge with what is read Jigsaw reading -Non fiction text features -Summarizing informational text National Park Persuasive Essay -National Park issues -Persuasive writing structure
	Assessments	Student evaluation rubric Teacher observation Published poems, scored for correct conventions and subject/verb criteria Sitton sixth grade core words assessment Weekly spelling test	Literature response journal weekly evaluation (point system) DRA 2 Poetry rubric Author’s chair	Project requirement rubric Research rubric Technology use rubric Six Traits rubric Scoring for % of correct conventions	Oral reading evaluation Written summary Writer’s Notebook entries Venn Diagram Compare/contrast writing rubric	Literature response journal weekly evaluation (point system) Choral reading presentation Diamante poem rubric	Research rubric Keynote rubric Paragraph rubric Teacher made quizzes	Student evaluation rubric Teacher observation Six Traits persuasive writing rubric		Literature response journal weekly evaluation (point system) DRA 2 Rough drafts with revisions Six Traits memoir rubric

Process Skills (√ box) 1. Critical Thinking and Reasoning	X	X	X	X	X	X	X	X		X
2. Collaboration	X		X	X			X			X
3. Invention	X	X	X		X	X	X	X		
4. Self-Direction	X	X	X		X	X	X	X		
5. Information Literacy			X	X		X				X