

**Fayette County Schools  
Curriculum Map  
Reading/English Language Arts  
Unit 1: Reading Strategies and Writing Process**

**Grade Level: 6**

**Grading Period: 1<sup>st</sup> Six Weeks**

**Enduring understanding:** Good readers employ a variety of strategies to decode and comprehend text. Good writers use a process involving editing and revisions in order to improve their written products.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Reading Strategies</b>	<p>I can use a variety of strategies to increase grade level vocabulary.</p> <p>I can apply a variety of comprehension strategies to understand text and make complex predictions.</p> <p>I can analyze literary elements.</p>	<p>6.1.02 6.1.03 6.1.05 6.1.06 6.1.07 6.1.09 6.1.13 6.1.14 6.1.15</p>	<p>How can I use root words, prefixes and suffixes to determine word meaning?</p> <p>What clues can help me understand words and text?</p> <p>What do good readers do when they don't understand the text?</p> <p>How do authors use basic literary elements to tell a story?</p>	<p>Prefix Suffix Root Context Clues Synonym / Antonym Compare/Contrast Self-questioning Previewing Prior Knowledge Scanning / Skimming Prediction Caption Graphic Aides Cause and Effect Drawing Conclusions Tables / Charts Graphs Diagrams Character Plot Setting Conflict Mood Sequence Point of view</p>	<p>Criterion referenced</p> <p>Quizzes and tests</p> <p>Retellings</p> <p>Summaries / paraphrasing</p> <p>Concept maps</p> <p>Graphic organizers</p>	<p>Affix Foldables</p> <p>Word-Identification Strategy (DISSECT)</p> <p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade: <i>BBC Skill wise</i> <i>Self Study Homonym Quizzes</i> <i>Awesome Antonyms Synonyms</i></p> <p>Paraphrasing Strategy (RAP)</p> <p>SP2R (Survey, Predict, Read, Review)</p> <p>KWL charts</p> <p>Reading Workshop (Nancy Atwell)</p>

<p><b>Writing Process</b></p>	<p>I can employ the 5 step writing process to express a variety of written products.</p> <p>I can write a thesis statement, and use a logical progression of ideas and complete sentences.</p>	<p>6.2.02 6.2.03 6.2.06</p>	<p>How do I select and use a pre-writing tool that will help me organize my thoughts?</p> <p>How do I use editing and revision techniques to improve my writing?</p> <p>How do I edit to eliminate irrelevant details from my writing?</p>	<p>Pre-write Draft Edit Revise Publish Composition Theme Outline Graphic Organizer Relevance</p>	<p>Evidence of: Pre-writing tool (outline and/ or graphic organizer)</p> <p>Copies of draft, revision, and final copy.</p>	<p>Writing Workshop (Nancy Atwell)</p> <p>capitalization, organization, punctuation, and spelling (COPS) editing strategy</p> <p>The Fundamentals of Sentence Writing Strategy (MARK)</p> <p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade: <i>Writing Process</i> <i>Proofreading Makes Perfect</i></p> <p><u>25 Mini-Lessons for Teaching Writing</u>, by Adele Fiderer</p> <p>Spider Map: Students can brainstorm a variety of writing styles and examples of each. The map can grow throughout the year.</p>
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Students with spelling difficulties may benefit from a word bank / spell checker / or word processor. This suggestion should be used throughout the year.

**Suggested Readings: Lexile=L** Display recommended readings for each unit, and perhaps give bonus points to students who read those selections. Here are a few suggestions which correlate to social studies: The 10 Most Dangerous Geographic Locations, by Cameron Lindsey - 960L, Archaeologist, by William David Thomas -700L, All About Maps, by Catherine Chambers- 650L, Agatha Christie: Writer of Mystery, by Carol Donnermuth-910L, The 10 Most Remarkable Writers, by Glen Downey-860L, A Cowboy Writer In New Mexico, by Jon L. Sinclair; 1020L, 1000 Facts About the Earth, by Moira Butterfield-850L.

**Social Studies Connections:** Use the same pre-reading / reading strategies being taught in the reading / language arts class in your social studies courses to create generalization of skills. Use selected graphic organizers routinely until students have mastered them before introducing new organizers. When practicing strategies such as survey, preview, read, review (SP2R) and survey, question, read, review, recite (SQ3R), use social studies text books. They have many captions, pictures, headings, etc. making them perfect materials for practice in Surveying.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads, and the other resources listed in the 21<sup>st</sup> Century column.

**Tier 2** – Students who are reading at or above 4<sup>th</sup> grade level, but are not succeeding with the strategies presented, may require additional time to master them. Use this suggestion throughout the year, with additional suggestions for specific strategies listed for specific strategies in later units.

**Tier 3** - Students reading below the 4<sup>th</sup> grade level may require reading remediation before many strategies will be effective. This can be achieved by using research based programs, such as Corrective Reading, by SRA McGraw-Hill. Give a pre-test to all students so that accurate basic skill levels can be obtained. Some programs have their own pre-test, which helps with the selection of materials. If students require this type of remediation, it should be continued throughout the year, or until they have reached a 4<sup>th</sup> grade reading level, allowing them to be successful with other learning strategies.

**Fayette County Schools**  
**Curriculum Map**  
**Reading/English Language Arts**  
**Unit 2: Reading and Writing Descriptive Text**  
**Tech steps: *Famous Person Plaque***

**Grade Level: 6**

**Grading Period: 2<sup>nd</sup> Six Weeks**

**Enduring understanding:** Good readers employ a variety of strategies to decode and comprehend descriptive text. Good writers know their purpose and audience and demonstrate effective use of figurative language and vocabulary when writing a descriptive essay / theme.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Reading Strategies</b>	I can use a variety of strategies to increase grade level vocabulary.	6.1.02 6.1.03	How can I use word roots, prefixes and suffixes to change word meaning?	Prefix Suffix Root Modifiers Adjectives Adverbs Vivid Imagery Figurative Language Fiction Myth Fantasy Tall tale Supernatural Tale Science Fiction Onomatopoeia Personification Alliteration Compare/Contrast Symbolism	Selection tests  Summaries  Affix games  Prediction guides  Anticipation/ reaction guides  Cloze passages  Figurative language  Quizzes	The Word Identification Strategy (DISSECT)  Paraphrasing Strategy (RAP)  SP2R (Survey, Predict, Read, Review)  KWL charts  Websites related to English Language Arts CSO's-6 <sup>th</sup> grade: <i>Figures of Speech</i> <i>Literary Device Definitions</i> <i>What is Verbal Irony</i> <i>BBC Skillswise</i>
	I can apply a variety of comprehension strategies to understand descriptive text.	6.1.04 6.1.05 6.1.06 6.1.10 6.1.11	Why does an author use figurative language?			
	I can analyze literary elements and figurative language to construct meaning and analyze author's purpose.	6.1.07 6.1.08 6.1.13 6.1.15	How do I use literary elements to determine meaning and make predictions?			

						<p>students THINK the words would be used. Reading assignment is given. As the students locate the words in context they check their predictions against the true meanings.</p> <p>Fruyer Model for Vocabulary Study</p> <p>Word Splash Activities</p>
<b>Descriptive Writing</b>	<p>I can employ the 5 step writing process to express a variety of written products.</p> <p>I can write a thesis statement, and use a logical progression of ideas in complete sentences.</p>	<p>6.2.01 6.2.02 6.2.03 6.2.04 6.2.06 6.2.07</p>	<p>How do I develop a composition for my intended audience?</p> <p>What are the requirements for a complete sentence?</p> <p>What is a sentence fragment?</p>	<p>Audience Complete Sentence Complete Thought Fragment Verb Helping Verb Noun / Pronoun Subject Punctuation Capitalization Preposition Infinitive</p>	<p>Rubric for descriptive essay including logical progression of ideas and complete sentences.</p> <p>Oral presentations</p> <p>Graphic organizers</p> <p>Accompanying artwork</p> <p>Cartooning</p> <p>Computer graphics</p>	<p>Tech Steps: Famous Person Plaque</p> <p>COPS editing strategy</p> <p>The Fundamentals of Sentence Writing Strategy (MARK)</p> <p>Madlibs</p> <p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade: <i>Descriptive writing</i> <i>Inspiration Software</i> <i>Sentence Fragments</i> <i>Write On</i> <i>Grammar Blast: Pronouns</i></p>

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Provide reference lists and / or classroom posters displaying prepositions. Memorize helping verbs through song.

**Suggested Readings:** Myths and tall tales from around the globe, such as classic Greek and Roman myths. American Tall Tales, by Mary Pope-Osborne-970L; African Myths, by Eleanora E. Tate-660L; African American Folktales, by David Haynes-740L, The Adventures of Tom Sawyer, by Mark Twain -850L, The Adventures of Huckleberry Finn, by Mark Twain-810L, Write Your Own Tall Tale, by Natalie Rosinsky; -990L, Write Your Own Myth, by Natalie Rosinsky; Swamp Angel, by Anne Isaacs; Apgar and the Great Nut Tree: A South American Myth, by Marcia Vaughan; The Ancient Aztecs, by Liz Sonneborn; The 10 Most Wondrous Ancient Sites, by Scholastic.

**Social Studies Connections:** Discuss the similarities and differences between tales around the globe, and how their religion, geography and culture affected their literature. Writing descriptions of foreign landscapes, land formations, and fictional places (see social studies related activities on thewritingsite.org under descriptive prompts).

**Tiered Instruction:**

**Tier 1** - Many techniques and strategies (Story Pyramids, Anticipation/Reaction Guides, etc., should be used DURING the instructional process, as well as a monitoring / assessment tool. Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and the resources listed in the 21<sup>st</sup> Century column.

**Tier 2** – Students having difficulty with the RAP strategy may require additional instruction in Visualization techniques via The Visualization Strategy. Students may be more successful with a more explicit method of vocabulary memorization.

**Tier 3** - Students having difficulty with the DISSECT strategy may require additional instruction and practice identifying and pronouncing common affixes.

**Fayette County Schools  
Curriculum Map  
Reading/English Language Arts  
Unit 3: Reading and Writing Narrative Text**

**Grade Level: 6**

**Grading Period: 3<sup>rd</sup> Six Weeks**

**Enduring understanding:** Good readers use character analysis, dialogue and inference to understand narrative text. Good writers know their purpose / audience and demonstrate effective use of vocabulary, figurative language, and literary elements when composing narrative text.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment	21 <sup>st</sup> Century Resources
<b>Reading Strategies</b>	I can extend vocabulary by using connotation to determine intended meaning.	6.1.01	How can the way in which a word is used in context, imply or suggest its intended meaning?	Context Connotation Imply Infer Dialogue Sequence of Events	Vocabulary in context quizzes  Prediction guides	The Word Identification Strategy (DISSECT)  Paraphrasing Strategy (RAP)
	I can apply a variety of comprehension strategies to understand narrative text.	6.1.13	How can dialogue enhance the telling of a story?	Cause Effect Character Analysis Mood Rising Action Falling Action Climax Resolution Conflict	Anticipation/ reaction guides  Story pyramids  Character analysis grids	SP2R (Survey, Predict, Read, Review)  KWL charts  Character Analysis Grids
	I can analyze literary elements to make complex predictions.	6.1.07 6.1.08 6.1.10	How do I use a character's action, behaviors and motives to make predictions about text?		Reader's theatre (interpreting dialogue)	Websites related to English Language Arts CSO's-6 <sup>th</sup> grade: <i>Connotation:</i> <i>Effective Word Choice</i>  <i>Hinky Pinky (connotations and context clues)</i>  <i>Vocabulary</i>  <i>Vocabulary Practice</i> <i>Read Write Think Lesson</i>

<p><b>Narrative Writing</b></p>	<p>I can employ the five step writing process to express a variety of written products.</p> <p>I can write a good topic sentence, and use a logical progression of ideas in complete sentences.</p>	<p>6.2.02 6.2.03 6.2.04 6.2.05 6.2.06 6.3.02</p>	<p>How can I use transitional words to make my writing easier to understand?</p> <p>How do I correctly compose and punctuate the four types of simple sentences?</p> <p>How can I organize a paragraph to make it easier to understand?</p>	<p>Organization Transition Words Cue Adjective Adverb Descriptive Simple Sentence Compound Subject Compound Verb Main Idea Details Conclusion</p>	<p>Rubric for narrative essay including logical progression of ideas, complete and varied sentences, and topic sentences.</p> <p>Pre/post testing on conventions of writing (complete and varied sentences, capitalization, punctuation, etc.) with progress charting.</p> <p>Oral presentations of original narratives</p> <p>Graphic organizers</p> <p>Accompanying artwork</p> <p>Cartooning (story frames)</p> <p>Computer graphics</p>	<p>Round Robin Writing (Each child writes part of the story) COPS editing strategy The Fundamentals of Sentence Writing Strategy (MARK)</p> <p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade: <i>Inspiration Software</i> <i>Write On</i> <i>Transition Words</i></p> <p>Fractured Fairy Tales: Recycle your favorite bedtime story by rewriting with a change of time period, characters, or point of view.</p> <p>From Object to Story: Writing a Historical Narrative Featuring an Artifact from One's Family History Students share observations about the history of familial artifacts. They then research the history and cultural significance of selected objects to prepare their own historical narratives. Includes short reading as prewriting activity.</p>
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Mini-lessons designed to teach students how to read / write dialogue may be helpful when teaching Narratives.

**Suggested Readings: Lexile=L** Gladiator, by Richard Watkins 1200L; A True and Faithful Narrative, by Katherine Sturtevant; 960L, Aleta and the Queen: A Tale of Ancient Greece, by Priscilla Galloway 630L; Angkat: The Cambodian Cinderella Story, by Jewell Rinehart Coburn.

**Social Studies Connections:** When selecting narrative passages and examples incorporate diaries and novels written by people during times of historical significance. Write a fictional story about being an eyewitness at an historical event.

**Tiered Instruction:**

**Tier 1** - Many techniques and strategies (Story Pyramids, Anticipation/Reaction Guides, etc., should be used DURING the instructional process, as well as a monitoring / assessment tool. Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and the resources listed in the 21<sup>st</sup> Century column.

**Tier 2** – Students having difficulty with the RAP strategy may require additional instruction in Visualization techniques via The Visualization Strategy.

**Tier 3** - Students having difficulty with the DISSECT strategy may require additional instruction and practice identifying and pronouncing common affixes.

**Fayette County Schools**  
**Curriculum Map**  
**Reading/English Language Arts**  
**Unit 4: Reading and Writing Expository Text**  
**Tech steps: *Web powered research*-Writing a Research Paper**

**Grade Level: 6**

**Grading Period: 4<sup>th</sup> Six Weeks**

**Enduring understanding:** Reading non-fiction connects me to the minds and lives of others and to the world around me. Informative writing requires researching, interpreting, and evaluating a variety of resources to produce a project.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Reading for Information</b>	<p>I can apply a variety of comprehension strategies to read for information.</p> <p>I can judge literary elements and make connections to self, text, and the world.</p>	6.1.01 6.1.02 6.1.03 6.1.04 6.1.05 6.1.06 6.1.09 6.1.10 6.1.13 6.1.14 6.1.15	<p>How can I determine what is fact and what is the author's opinion?</p> <p>How does my personal experience affect my response to an expository text?</p> <p>How can I determine if my source is reliable?</p> <p>How does an author's purpose affect the</p>	Evidence Fact Opinion Viewpoint Opposing Viewpoint Examples Statistics Compare and Contrast Anecdotes Main Idea Details Conclusion Note-taking Outline Prior Knowledge Reliable Source	<p>Rubric for panel discussions and project presentations /reports</p> <p>Selection tests</p> <p>Outlines</p> <p>Scavenger hunt</p> <p>Style fact</p> <p>Finding quizzes</p>	<p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade:  <i>Main Idea/Supporting Details</i>  <i>Cause/Effect</i></p> <p>Critique articles looking for opinions and unreliable sources, etc.</p> <p>Panel Discussions (also an oral communication skill) about topics related to social studies, current events, and other expository text.</p> <p>Project presentations</p> <p>Reports</p> <p>Brochures – develop brochures from informational passages about other regions of the globe.</p> <p>Newspapers, periodicals, Class web site development</p>

			information presented in expository text?			Study, use, and development of Wiki's
<b>Writing: Research Project</b>	<p>I can identify and use a variety of electronic and non-electronic resources to create a research project documenting and citing sources.</p> <p>I can use note-taking strategies and outlines to develop a composition.</p> <p>I can incorporate computer generated graphic aides in projects and presentations.</p>	<p>6.2.01 6.2.02 6.2.04 6.2.05 6.2.06 6.2.07 6.2.08 6.2.09 6.2.10</p>	<p>What note taking strategies will help me gather information for a research project?</p> <p>What sources of information are available on my selected topic?</p> <p>How do I document sources of information appropriately ?</p> <p>How can graphic aides assist me in persuading my audience?</p>	<p>Resource Materials Documentation Format Source Quotation Paraphrase Media Graphics Periodical Interview Bibliography Footnote</p>	<p>Rubric for research project</p> <p>Oral project presentation</p> <p>Note card check</p>	<p>Tech Steps: Web Powered Research</p> <p>Microsoft Word, Excel, Power Point, and the Internet will be valuable tools for researching and developing the research project.</p> <p>Students will need instruction on the location, usage and documentation of information found in periodicals and other reference materials.</p> <p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade: <i>Constitutional Amendments</i> <i>Research and Citation</i> <i>Civil Rights Exhibit</i></p> <p><b>Lights, Camera, Action!</b> Cameras can promote creativity in writing. Students use technology and critical thinking skills when choosing and manipulating shots with photo editing software. Writing is also much easier after they have already begun tapping into their creative sides. Be sure to predicate your photo writing activities with a discussion about subject matter and expectations. You should also choose in advance which genre students will write in. Themes can provide much needed structure for students. For example, for a non-fiction piece, students might take pictures of their favorite spots around town. When they bring the photos back, you may have them brainstorm, trade, create storyboards, or write on demand. Final drafts can be printed and bound or loaded to a blog or class website.</p>

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Group projects provide the opportunity to differentiate instruction and products so that students' strengths can be maximized. Some students may be excellent public speakers, while others have artistic talent. Provide guidance to groups when roles are being assigned.

**Suggested Readings Lexile=L** The Templar's Apprentice, by Kat Black -700L; The Door in the Wall, by Marguerit De Angeli-990L.

**Social Studies Connections :** When reading examples of informational text, select passages from social studies texts. True / False exercises in social studies texts lend themselves to ready made anticipation/reaction guides. Outlines and graphic organizers used to organize information for study of social studies material should be used to organize information for research papers. Research topics should be selected from the myriad of interesting subtopics related to material recently studied in social studies class. ( Ancient Greece, Ancient Rome, Middle Ages) These topics always hold great interest for this age group and make a perfect correlation at this grade level.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and the resources listed in the 21<sup>st</sup> Century column.

**Tier 2** – Students may require additional guidance when attacking a multi-step project. Focus on one aspect of the project at a time (such as collecting references), guiding students through each phase. Provide corrective feedback on each phase before assigning the next step.

**Tier 3** - Provide accommodations such as text to talk converters that will allow students with reading problems to access information on the internet. (Kurzweil 3000 )

**Fayette County Schools  
Curriculum Map  
Reading/English Language Arts  
Unit 5: Reading, Writing, and Performing: Poetry and Drama  
Tech steps: *Poetry in Motion***

**Grade Level: 6**

**Grading Period: 5th Six Weeks**

**Enduring understanding:** Understanding poetry and drama can help me understand others and myself. Oral communication involves various skills including volume, rate, and standard English. Visual communication involves interesting, understandable graphic elements as well as carefully selected text.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Poetry and Drama</b>	<p>I can judge literary elements, common themes and figurative language to make connections to myself, the text and the world.</p> <p>I can interpret and create various types of poetry.</p>	<p>6.1.01 6.1.10 6.1.11 6.1.12 6.1.13 6.1.15</p>	<p>How do I classify and understand the characteristics of poetry?</p> <p>How do cultural differences and common themes influence poetry and drama?</p> <p>How is figurative language used in poetry?</p>	<p>Narrative Epic Ballad Lyric Lines Stanza Rhythm Meter Rhyme Denotation Connotation Symbolism Sensory Details Imagery Subject Speaker Idiom Infer Tone Script Play Theatre Cinema</p>	<p>Journal response</p> <p>Poetry skits</p> <p>Reader's theatre</p> <p>Original poems and scripts</p>	<p>Tech steps: Poetry in Motion Foldables of original poems Poetry "read alouds" Poetry Alive (skits) Illustrating poetry Lyrics as poetry activities (traditional and contemporary music)</p> <p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade: <i>Poetry Anthology Assignment Plan</i> <i>Types of Poetry Explained</i> <i>Types of Poetry</i></p> <p><b>Scene It?</b> Increase your students' awareness of movie culture and give them an authentic audience for their writing. Use movie clips and a word bank to teach description. Read online movie reviews to prepare students for writing their own movie reviews.</p>

<p><b>Listening, Speaking, and Media Literacy</b></p>	<p>I can demonstrate effective oral communication skills through the presentation of compositions, reports, scripts and dramatizations.</p> <p>I can collaborate with a group to reach consensus.</p> <p>I can present to a variety of audiences an age appropriate media product that reflects effective use of visual aides, medium choice and purpose.</p>	<p>6.3.01 6.3.02 6.3.03 6.3.04 6.3.05</p>	<p>What communication skills will help me perform as a valuable member of a group?</p> <p>How does the way I use my voice affect audience / group reaction?</p> <p>How does body language enhance oral/visual presentation?</p>	<p>Brainstorm Respect Defend Persuade Consensus Script Blocking Presentation Voice Inflection Emphasis Volume Rate Audience Etiquette Role Group Dynamics</p>	<p>Rubric for presentation of script / play/ poetry</p> <p>Self assessment</p> <p>Original scripts</p> <p>Critiques of plays, movies, etc.</p>	<p>Group Decision making related to scripts play performances, and poetry readings.</p> <p>Johnson &amp; Johnson Cooperative Education Materials (group and individual reflection and processing of project performances)</p> <p>Materials designed for Drama instruction</p> <p>Video taping of plays and poetry readings. The students can critique their own work after viewing.</p>
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Students will benefit from experiencing live performances and taped productions. Tape the class productions to be used for critiques and self-assessment.

**Suggested Readings: Lexile=L** The 10 Best Poems, by Sharon Hanson; the works of Shel Silverstein, 19 Varieties of Gazelle: Poems of the Middle East, by Naomi Nye-910L; American Dragons: Twenty-five Asian American Voices, by Yep Laurence -990L; Mississippi Mud, by Ann Turner -970L; Splash! By Constance Levy.

**Social Studies Connections:** Read and compare examples of poetry and plays from around the globe (classic and contemporary).

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and other resources listed in the 21<sup>st</sup> Century column.

**Tier 2** – Students should have options for graded assignments. Some may be able to write a script to go along with their favorite TV show or movie, rather than an original piece.

**Tier 3** - Some students may be graded on participation in productions rather than written work for some projects. Allow students to interpret lyrics as poetry, eliminating the need for them to read unfamiliar works.

**Fayette County Schools  
Curriculum Map  
Reading/English Language Arts  
Unit 6: Reading and Writing Persuasive Text and Persuasive Speaking**

**Grade Level: 6**

**Grading Period: 6<sup>th</sup> Six Weeks**

**Enduring understanding:** Reading non-fiction connects me to the lives and minds of others and the world around me. Good persuasive writers identify an issue, explain their position, and support their point of view. Oral communication involves various skills including volume, rate, and standard English. Visual communication involves interesting, understandable graphic elements as well as carefully selected text.

<b>Concept</b>	<b>Learning Target</b>	<b>CSO</b>	<b>Essential Questions</b>	<b>Academic Instructional Vocabulary</b>	<b>Assessment Options</b>	<b>21<sup>st</sup> Century Resources</b>
<b>Reading Persuasive Text</b>	<p>I can construct new words using what I know about affixes and root words.</p> <p>I can apply a variety of comprehension strategies to understand persuasive text.</p> <p>I can judge literary elements and make connections to self, text, and the world.</p>	<p>6.1.02</p> <p>6.1.01 6.1.03 6.1.04 6.1.05 6.1.06 6.1.07 6.1.09 6.1.10 6.1.13 6.1.14 6.1.15</p>	<p>How can I use word roots, prefixes and suffixes to construct new words?</p> <p>How can I determine what is fact and what is the author's opinion?</p> <p>What techniques can an author use to sway a reader's opinion?</p> <p>How does my personal experience affect my response to a persuasive essay?</p>	<p>Thesis Statement Persuasive Evidence Fact Opinion Viewpoint Opposing Viewpoint Examples Statistics Compare Contrast Anecdotes Main Idea Details Conclusion Note-taking Outline Prior knowledge</p>	<p>Fact and opinion quizzes</p> <p>Rubric for debate and panel discussion</p> <p>Identification of persuasive techniques in text</p>	<p>Debate Panel Discussion The Word Identification Strategy (DISSECT) Paraphrasing Strategy (RAP) SP2R (Survey, Predict, Read, Review) KWL charts Venn Diagrams</p> <p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade: <i>Compare/Contrast Lesson: Electronic Text with Printed Text</i> <i>Compare/Contrast Picturing an Organizational Pattern</i> <i>Compare/Contrast Graphic Organizers</i></p> <p>5-3-1 activity Circle Maps for linking concepts. Concept Anchoring Table (Content Enhancement Series)</p>

<p><b>Persuasive Writing</b></p>	<p>I can employ the five step writing process to express a variety of written products.</p> <p>I can write a thesis statement, and use a logical progression of ideas in complete sentences.</p> <p>I can use note-taking strategies and outlines to develop a composition.</p> <p>I can incorporate computer generated graphic aides in projects and presentations.</p>	<p>6.2.01 6.2.02 6.2.03 6.2.04 6.2.05 6.2.06</p>	<p>What makes an effective thesis statement for a persuasive essay?</p> <p>How can graphic aides assist me in persuading my audience?</p> <p>How do authors draw comparisons between ideas effectively?</p> <p>How do introductory, detail and concluding paragraphs make essays easier to comprehend?</p> <p>What note taking strategies will help me gather information for a project?</p>	<p>Thesis Statement Persuasive Evidence Fact Opinion Viewpoint Opposing Viewpoint Examples Statistics Compare Contrast Anecdotes Main Idea Details Conclusion Note-taking Outline Prior Knowledge</p>	<p>Rubric for persuasive essay including use of persuasive devices, logical progression of ideas, complete and varied sentences, topic sentences for supporting paragraphs and a thesis statement.</p> <p>Oral presentations</p> <p>Graphic organizers</p> <p>Accompanying photography</p> <p>Computer graphics</p>	<p>Have the class start a Blog about any topic(s) of interest to their peer group. They can practice persuasive writing skills while giving their opinion about these topics and receiving responses and additions to their blog(s).</p> <p>Digital Cameras used for photographs to enhance persuasive writing pieces.</p> <p>Capitalization, organization, punctuation, and spelling (COPS) editing strategy</p> <p>The Fundamentals of Sentence Writing Strategy (MARK)</p> <p>Paragraph Writing Strategy (SCRIBE)</p> <p>Websites related to English Language Arts CSO's-6<sup>th</sup> grade: <i>Coming to America</i> <i>Persuasive Writing Video</i></p> <p><b>Important Social Issues</b> Brainstorm a list of important social issues that students want the presidential candidates to address during their campaigns. Ask each student to choose a topic that is most important and draft a letter to Presidential candidates that outlines a specific course of action.</p>
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<b>Listening, Speaking and Media Literacy</b>	I can demonstrate effective oral communication skills through the presentation of compositions, reports, scripts and dramatizations.	6.3.01	How do effective writers hook and hold their readers?  How can I persuade someone to accept my opinion?	Presentation Oral Communication Media Visual Aides Audience	Rubric  Peer feedback  Oral presentations  Accompanying artwork or photography  Graphic displays  Self assessment	Students can create pod casts to be shared with their classmates on selected topics in response to reading assignments and to give oral reports on assigned topics from social studies and science. These could become part of a class web page if one exists.  Websites related to English Language Arts CSO's-6 <sup>th</sup> grade: <i>To The Extreme</i> <i>Listening for Specific Information</i>
	I can present to a variety of audiences an age appropriate media product that reflects effective use of visual aides, medium choice, and purpose.	6.3.03 6.3.04 6.3.05	How does written communication differ from visual and spoken communication?			

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Use persuasive writing activities as a springboard for oral presentations and persuasive public speaking practice. Differentiate instruction by assigning students with difficulties tasks such as photography as their role in group projects.

**Suggested Readings: Lexile=L** The Slave Dancer, by Paula Fox -970L; If you Lived When There Was Slavery in America, by Anne Ramma - 800L; The Gettysburg Address, Mark Anthony's Eulogy for Caesar, Martin Luther King's "I Have a Dream", political speeches past and present.

**Social Studies Connections:** Panel discussion and persuasive writing topics such as slavery, civil rights, and religious freedom, and current events correspond to the topics covered in social studies this 6 weeks.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads and the resources listed in the 21<sup>st</sup> Century column.

**Tier 2** – For complex concepts, some students may require more explicit instruction than is provided with Venn diagrams or circle maps. Tier II students may use the Concept Mastery Diagram from the Content Enhancement Series for this purpose.

**Tier 3** –Adapt assignments so that students can participate in panel discussions and debates without having to read or write the content independently. Provide accomodations such as text to talk converters that will allow students with reading problems to access information on the internet and from scanned text. (Kurzweil 3000 ) Peer scribes can also be used.

**Reading and English Language Arts/ Social Studies, Grade 6**  
**Suggested Reading List**  
**Lexile=L or Readability Scores=R**

<b>Title</b>	<b>Author/Publisher</b>	<b>Lexile</b>
The 10 Most Dangerous Geographic Locations	Cameron Lindsey	960L
Archaeologist	William David Thomas	700L
All About Maps	Catherine Chambers	650L
Agatha Christie: Writer of Mystery	Carol Donnermurth	910L
The 10 Most Remarkable Writers	Glen Downey	860L
A Cowboy Writer In New Mexico	Jon L. Sinclair	1020L
1000 Facts About the Earth	Moira Butterfield	850L
American Tall Tales	Mary Pope-Osborne	970L
African Myths	Eleanora E. Tate	660L
African American Folktales	David Haynes	740L
The Adventures of Tom Sawyer	Mark Twain	850L
The Adventures of Huckleberry Finn	Mark Twain	810L
Write Your Own Tall Tale	Natalie Rosinsky	990L
Write Your Own Myth	Natalie Rosinsky	990L
Swamp Angel	Anne Isaacs	NP
Apgar and the Great Nut Tree: A South American Myth	Marcia Vaughan	NP
The Ancient Aztecs	Liz Sonneborn	NP
The 10 Most Wondrous Ancient Sites, by Scholastic		NP
Gladiator	Richard Watkins	1200L
A True and Faithful Narrative	Katherine Sturtevant	960L
Aleta and the Queen: A Tale of Ancient Greece	Priscilla Galloway	630L
Angkat: The Cambodian Cinderella Story	Jewell Rinehart Coburn	NP
The Templar's Apprentice,	Kat Black	700L
The Door in the Wall,	Marguerit De Angeli	990L.
The 10 Best Poems,	Sharon Hanson	NP
The Works of Shel Silverstein	Shel Silverstein	NP
19 Varieties of Gazelle: Poems of the Middle East	Naomi Nye	910L
American Dragons: Twenty-five Asian American Voices	Yep Laurence	990L
Mississippi Mud	Ann Turner	970L
Splash!	Constance Levy	NP

The Slave Dancer  
If you Lived When There Was Slavery  
in America

Paula Fox  
Anne Ramma

970L  
800L

The Gettysburg Address, Mark Anthony's Eulogy for Caesar, Martin Luther King's "I Have a Dream", political speeches past and present.