

**6TH GRADE LANGUAGE ARTS
1ST NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Reading Plot Elements Informational Text Conflict Logic			Time Frame: 1st Nine Weeks		
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/ Connections
GLE 0601.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. *All spelling and vocabulary skills are to be utilized throughout the year.	<i>How do we expand our vocabulary?</i> <i>How do we enhance our understanding of word meaning?</i>	Foreign Phrases http://www.factmonster.com/ipka/A0001619.html	Thesaurus www.wordsmyth.net www.voycubulary.com/ Word Pronunciation http://forvo.com/ County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink Reading Comprehension http://www.readingquest.org/strat/	✓ 0601.1.5 Spell correctly high-frequency words, commonly misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary. ✓ 0601.1.13 Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech words; to clarify meaning and improve understanding of words (including connotation	

			<p>http://www.literacy.uconn.edu/78less.htm</p> <p>http://www.rhlschool.com/reading.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.pppst.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts</p> <p>Smart Lessons</p>	<p>and denotation); and to distinguish among contextually appropriate synonyms and definitions.</p> <ul style="list-style-type: none"> ✓ 0601.1.14 Define and recognize word synonyms, antonyms, and homonyms. ✓ 0601.1.15 Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, malus) and recognize English words that are based on them (e.g., audible, autobiography, malice). ✓ 0601.1.16 Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary. ✓ 0601.1.17 Explore common phrases and terms from other languages commonly used in English (e.g., 	
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				<p>RSVP, <i>déjà vu</i>, <i>faux pas</i>, <i>du jour</i>, <i>bon voyage</i>).</p> <p>✓ 0601.5.3 Construct and complete analogies using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions).</p>	
<p>GLE 0601.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p> <p>GLE 0601.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.</p> <p>GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0601.8.2 Understand the characteristics of various literary genres</p>	<p><i>How can we be sure our inferences and conclusions are valid?</i></p>	<p>Reading Street (suggested stories to teach the skills)</p> <p>“Old Yeller” TE p. 22-35</p> <p>“Mother Fletchers Gift” TE p. 47-61</p> <p>“Viva New Jersey” TE p. 71-83</p> <p>“Saving the Rain Forest” TE p. 92-105</p> <p>“When Crowbar Came” TE p. 116-131</p> <p>“The Universe” TE p. 150-161</p> <p>“Dinosaur Ghost The Mystery of</p>		<p>✓ 0601.5.1 Make logical predictions of future events in text.</p> <p>✓ 0601.5.2 Identify sequence of events in text.</p> <p>✓ 0601.6.1 Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, and identify the writer’s purpose).</p> <p>✓ 0601.6.8 Recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine,</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> ▪ Individuals, groups & interactions ▪ Immigration ▪ Culture ▪ Governance & Civics <p>Science:</p> <ul style="list-style-type: none"> ▪ Life Science ▪ Earth and Space

<p>(e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0601.8.3 Recognize the conventions of various literary genres.</p>		<p>Coelophysis” TE p. 172-187 “A Week in the 1800’s” TE p. 198-214</p> <p>“Goodbye to the Moon” TE p. 224-237</p>		<p>letters, dramas, technical manuals, textbooks).</p> <ul style="list-style-type: none"> ✓ 0601.6.9 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of contents, footnotes, illustrations). ✓ 0601.8.1 Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, and identify the writer’s purpose). ✓ 0601.8.8 Identify the plot element of exposition (i.e., introduction of characters, setting, and conflict) in literary texts. ✓ 0601.8.9 Identify and analyze the setting (location and time) and its impact on plot, 	
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character, and theme in literary texts.

- ✓ **0601.8.10** Explore how the author reveals character (e.g., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).

**6TH GRADE LANGUAGE ARTS
2ND NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Reading Point of View Theme Setting Informational Text			Time Frame: 2nd Nine Weeks		
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/Connections
<p>GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0601.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0601.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0601.8.4 Analyze</p>	<p><i>How do understanding literary elements affect your ability to understand various genres of literature?</i></p>	<p>Reading Street (suggested stories to teach the skills)</p> <p>“Egypt” TE p. 248-261</p> <p>“Hatchet” TE p. 278-291</p> <p>“When Marian Sang” TE p. 302-315</p> <p>“Learning to Swim” TE p. 326-339</p> <p>“Juan Verdades: The Man Who Couldn’t Tell a Lie” TE p. 350-363</p>	<p>Thesaurus www.wordsmyth.net www.voycabulary.com/</p> <p>Word Pronunciation http://forvo.com/</p> <p>County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink</p> <p>Reading Comprehension http://www.readingques.t.org/strat/</p>	<p>✓ 0601.8.2 Sequence and identify the plot’s main events, their causes, and the influence of each event on future actions in texts.</p> <p>✓ 0601.8.3 Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text.</p> <p>✓ 0601.8.4 Identify and describe characters’ (major/minor, antagonists and protagonists) features and relationships in literary texts.</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> ▪ History (Ancient Civilizations) ▪ Individuals, groups & interactions ▪ Governance & Civics ▪ Geography <p>Science:</p> <ul style="list-style-type: none"> ▪ Life Science ▪ Earth and Space ▪ Physical

<p>works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE 0601.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0601.6.3 Read, interpret, and analyze text features that support informational texts.</p>		<p>“Elizabeth Blackwell: Medical Pioneer” TE p. 376-395</p> <p>“Into the Ice: The Story of Arctic Exploration” TE p. 412-425</p> <p>“The Chimpanzees of Love” TE p. 434-447</p> <p>“Black Frontiers” TE p. 460-473</p>	<p>http://www.literacy.uconn.edu/78less.htm</p> <p>http://www.rhlschool.com/reading.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.ppps.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts</p> <p>Smart Lessons</p>	<ul style="list-style-type: none"> ✓ 0601.8.5 Explore the concept of moral dilemma (as revealed by characters’ motivation and behavior). ✓ 0601.8.6 Differentiate between internal and external conflict. ✓ 0601.8.7 Identify the kind(s) of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) present in literary plots. ✓ 0601.8.8 Identify the plot element of exposition (i.e., introduction of characters, setting, and conflict) in literary texts. ✓ 0601.8.11 Identify the narration and point of view (e.g., first person, third person) in literary texts. ✓ 0601.8.14 Explain the purpose and use of 	
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structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in plays that are read or viewed.

- ✓ **0601.8.17** Identify the historical period in which a literary text was written and explain the text in light of this understanding.
- ✓ **0601.5.2** Identify sequence of events in text.
- ✓ **0601.5.4** Identify and analyze stated or implied cause-effect relationships in text.
- ✓ **0601.6.3** Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, comparative, sequential) in informational texts.
- ✓ **0601.6.4** Make inferences and draw conclusions.

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| | | | | <ul style="list-style-type: none">✓ 0601.6.9 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of contents, footnotes, illustrations).✓ 0601.6.10 Comprehend and interpret quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams. | |
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**6TH GRADE LANGUAGE ARTS
3RD NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Reading Poetry Informational Text Propaganda Media			Time Frame: 3rd Nine Weeks		
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/ Connections
<p>GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0601.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0601.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>	<p><i>How does identifying the literary devices used by a poet help the audience interpret the meaning?</i></p>	<p>Reading Street (suggested poetry/stories to teach the skills)</p> <p>Reading Poetry Unit 1 TE p. 138 Unit 2 TE p. 266 Unit 3 TE p. 400 Unit 4 TE p. 528 Unit 5 TE p. 644 Unit 6 TE p. 770</p> <p>“Space Cadet” TE p. 482-493</p> <p>“Inventing the Future: A Photobiography of Thomas Alva Edison” TE p. 504-521</p>	<p>Thesaurus www.wordsmyth.net</p> <p>www.voycabulary.com/</p> <p>Word Pronunciation http://forvo.com/</p> <p>County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink</p> <p>Reading Comprehension http://www.readingquest.org/strat/</p>	<p>✓ 0601.8.2 Sequence and identify the plot’s main events, their causes, and the influence of each event on future actions in texts.</p> <p>✓ 0601.8.3 Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text.</p> <p>✓ 0601.8.8 Identify the plot element of exposition (i.e., introduction of characters, setting, and conflict) in literary texts.</p> <p>✓ 0601.8.12 Consider how forms and conventions</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> ▪ Cultures ▪ Economics ▪ Governance & Civics <p>Science:</p> <ul style="list-style-type: none"> ▪ Earth & Space ▪ Physical

<p>GLE 0601.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0601.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p> <p>GLE 0601.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.</p> <p>GLE 0601.6.2 Identify the organizational structures of informational texts.</p> <p>0601.5.3 Explore deductive and inductive reasoning.</p> <p>0601.5.4 Analyze written and oral</p>		<p>“The View from Saturday” TE p. 540-557</p> <p>“Harvesting Hope: The Story of Cesar Chavez” TE p. 566-577</p> <p>“The River that Went to the Sky: A Story from Malivi” TE p. 586-595</p> <p>“Gold” TE p. 604-613</p>	<p>http://www.literacy.uconn.edu/78less.htm</p> <p>http://www.rhlschool.com/reading.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.ppps.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts</p> <p>Smart Lessons</p> <p><u>Connotation in Propaganda</u> http://teachingtoday.gleaco.com/lessonplans/connotation-in-propaganda</p> <p><u>Propaganda</u> http://propaganda.mrdonn.org/index.html</p> <p><u>Visual Effects</u> http://www.pbs.org/teac</p>	<p>within genres affect meaning (e.g., poetry, drama, essay).</p> <p>✓ 0601.8.13 Identify sound patterns (e.g., alliteration, onomatopoeia, rhyme scheme) figurative language (e.g., metaphor, simile), and other conventions of verse (e.g., limerick, lyric, narrative, haiku) in poetry.</p> <p>✓ 0601.8.18 Determine the appropriate meaning of figurative words and phrases (e.g., idioms, metaphors, similes) in passages.</p> <p>✓ 0601.7.1 Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production and evaluate the effectiveness of the techniques.</p> <p>✓ 0601.7.3 Identify visual and sound techniques and design elements (e.g.,</p>	
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<p>communication for persuasive devices.</p>			<p>hers/search/resources/?search=analyzing+visual+effects</p>	<p>special effects, camera angles, lighting, and music in television or film or layout, pictures, and typeface in newspapers, magazines, and print advertisements) in various media, and explain how they carry or influence messages.</p> <ul style="list-style-type: none"> ✓ 0601.7.4 Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features. ✓ 0601.6.2 Identify/infer the stated or implied main idea of an informational text and identify the details supporting it. ✓ 0601.6.5 Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in informational texts. ✓ 0601.6.11 Follow instructions in informational texts. 	
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| | | | | <ul style="list-style-type: none">✓ 0601.5.5 Determine simple criteria for recognizing factual claim and opinion (e.g., scientific method, provability, quality of evidence, sources).✓ 0601.5.6 Determine the relevance and quality of evidence given to support or oppose an argument.✓ 0601.5.7 Compare and contrast evidence and conclusions between two or more arguments on the same topic.✓ 0601.5.8 Define deductive and inductive reasoning.✓ 0601.5.9 Identify examples of deductive and inductive reasoning in text.✓ 0601.5.10 Identify and analyze the persuasive devices used in written and oral communication (e.g., bandwagon, loaded terms, testimonial, name-calling). | |
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**6TH GRADE LANGUAGE ARTS
4TH NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Reading Character Informational Text Research			Time Frame: 4th Nine Weeks		
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/Connections
<p>GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0601.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0601.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0601.6.2 Identify the organizational structures of informational texts.</p>	<p><i>How do we use reading to achieve a variety of purposes and goals?</i></p> <p><i>To what extent does our understanding of the structure of language impact our reading and comprehension?</i></p>	<p>Reading Street (suggested stories to teach the skills)</p> <p>“The House of Wisdom” TE p. 624-637</p> <p>“Don Quixote and the Windmills” TE p. 656-667</p> <p>“Ancient Greece” TE p. 676-691</p> <p>“The All-American Slurp” TE p. 702-717</p> <p>“The Aztec News” TE p. 728-743</p> <p>“Where Opportunity Awaits” TE p. 754-761</p>	<p>Thesaurus www.wordsmyth.net www.voycabulary.com/</p> <p>Word Pronunciation http://forvo.com/</p> <p>County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink</p> <p>Reading Comprehension http://www.readingques.t.org/strat/</p> <p>http://www.literacy.uconn.edu/78less.htm</p>	<p>✓ 0601.8.15 Identify and explain the stated or implied theme of a literary text.</p> <p>✓ 0601.8.16 Identify and explain the development of similar themes across two or more literary texts.</p> <p>✓ 0601.8.17 Identify the historical period in which a literary text was written and explain the text in light of this understanding.</p> <p>✓ 0601.6.6 Summarize and critique texts (informational and literary).</p> <p>✓ 0601.6.7 Identify and analyze the organizational structures of informational texts (e.g., chronological,</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> ▪ History (Middle Ages) ▪ Culture ▪ Geography

<p>GLE 0601.6.3 Read, interpret, and analyze text features that support informational texts.</p> <p>GLE 0601.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p>GLE 0601.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>			<p>http://www.rhlschool.com/reading.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.pppst.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts</p> <p>Smart Lessons</p>	<p>sequential, cause-effect, comparison-contrast, problem-solution).</p> <ul style="list-style-type: none"> ✓ 0601.7.2 Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media and explain how the elements support or conflict with each other. ✓ 0601.7.5 Demonstrate an awareness of audience needs through choice of medium and the selection of images, words, and sounds. ✓ 0601.7.6 Consider potential audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions. 	
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