



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

2013-14

Standards	Academic Vocabulary	Instructional Activities/Strategies	Resources	Assessments	Notes
<b>Benchmark Discovery Test A: August 19-23 (Pre-Assessment)</b>					
<b>RL.6.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.	theme plot summarize development text genre analyze determine	In small group read text and create theme poster Plan a Themed B-Day party Theme songs from U-tube (Whole group)Theme Search Don't Look Back	Teacher selected texts from <i>Springboard</i> for grades 6. Teacher selected texts from <i>Reading Street</i> for grades 6.  <u><b>Textbooks:</b></u>  Springboard Reading Street  <u><b>Literary Texts:</b></u> <i>Stories</i> "Eleven" (Sandra Cisneros)	Theme Poster (Rubric) Teacher/Student created rubrics Presentation Exit Slip	Brainpop.com-paid app...some free clips for teachers
<b>RL.6.3.</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	describe resolution drama episode exposition rising action climax falling action conflict setting	Character Analysis Character Sketch Plot Diagram Storyboard Literature Response	<i>Peter Pan</i> (J.M. Barrie)  <i>Peter and the Starcatchers</i> (Dave Barry, Ridley Pearson and Greg Call)  <i>Peter and The Shadow of Thieves</i> (Dae Barry, Ridley Pearson, and Greg Call)	Teacher/student created Plot diagram graphic organizer Stop-N-Think Trailing the text: A visual representation Small group discussion	Tedtalks.com-Free app...great companions for fiction
<b>RL.6.6.</b> Explain how an author establishes and develops the point	explain establish	Class discussion/Socratic Seminar	<i>Charlie and the Chocolate Factory</i> (Ronald Dahl)	Questions and assessing	ReadWriteThink contains interactive



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Quarter 1 Curriculum Map**

**2013-14**

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of view of the narrator or speaker in a text.	point of view first person third person narrator speaker active listening author	Read-pair-share Point of view RAFT graphic organizer	<i>The Secret Knowledge of Grown-Ups</i> (David Wisniewski) <i>When I Was Your Age, Volume Two: Original Stories about Growing up</i> (Amy Ehrlich, ed.) <i>James and the Giant Peach</i> (Roald Dahl)	classroom discussion Traffic Signal Technique	lessons for students
<b>RL6.7.</b> Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.	compare contrast perceive poem audio video reenactment story	Role play Response to Literature Dramatization/Fluency Graphic comparison Thinking critically about movie adaptations Cover to Cover Close Reading with a peer	<i>Poetry</i> “A Birthday” (Christina Rossetti)  “Past, Present, Future” (Emily Bronte)  <b><u>Informational Text</u></b>	Provide feedback of “peer close reading discussion” Higher thinking questioning “does anyone see another possibility?” or “Who would like to comment on Jerry’s idea?”	
<b>RL6.9.</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	genre historical fantasy informational text literary text media film music topics similarities differences	Compare and contrast Graphic organizer Compare Chart Comparison Notes Questioning Strips Literature Response	<i>Nonfiction</i> <i>J.M. Barrie: The Magic Behind Peter Pan</i> (Susan Bivin Aller)  <i>Boy: Tales of Childhood</i> (Roald Dahl) (EA)  <i>Articles</i> “Peter Pan’s early years” (Bob Minzesheimer, <i>USA Today</i> , September 1, 2004 “Prequel to Peter Pan fills in the blanks with fun:	Text dependent Questions Exit Slip	
<b>RI6.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the	convey relationship	(In pairs) Compare/contrast POV of different authors	“Prequel to Peter Pan fills in the blanks with fun:	Venn Diagram Teacher Observation	



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Quarter 1 Curriculum Map**

2013-14

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text.		Change In Purpose Questioning The Author	(Sue Corbett, Miami Herald, not date)	Continual informal assessment	
<b>RI6.8.</b> <i>Delineate and evaluate</i> the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	delineate evaluate argument distinguish claim essay writing process specific support evidence resources reasons pre-write plan edit	(Independently) Reading an argument Annotating the text Identify and list specific text that support the claim	“Classic story flies in many forms” (A Peter Pan Timeline)” (Bob Minzesheimer, <i>USA Today</i> , September 1, 2004)  <b><u>Art, Music, &amp; Media:</u></b>  <i>Music</i> Moose Charlap and Carolyn Leigh, “I Won’t Grow Up” (1954). <i>Note:</i> This song is from <i>Peter Pan</i> , the musical.	Claims supported by evidence or not (Table)	
<b>W6.3:</b> <i>Write</i> narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	narrative imagined effective technique relevant descriptive details sequences structure events	Narrative writing Write a prequel to a text In small groups rewrite the climax of a historical event	<i>Film</i> Glenn Casale and Gary Halvorson, dir., <i>Peter Pan</i> (2000) Marc Forster, dir., <i>Finding Neverland</i> (2004)  Henry Selick, dir., <i>James and the Giant Peach</i> (1996)  Mel Stuart, dir., <i>Willy Wonka and the Chocolate Factory</i> (1971)	Essay Index Card Summaries & Questions Self-Assessment	
<b>W6.3.a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or	engage orient	Narrative writing Plot elements starting with exposition –		Web or Concept Map Student	



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

2013-14

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characters; organize an event sequence that unfolds naturally and logically.	context clues introduce unfolds logically naturally protagonist antagonist	resolution.	<i>Tim Burton, dir.</i> , Charlie and the Chocolate Factory (2005)  <i>Media</i> <i>Peter Pan</i> (BBC Radio Presents) (Random House Audio) <a href="http://www.randomhouse.com">www.randomhouse.com</a>	Conferences	
<b>W6.3.b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	techniques pacing dialogue	Follow the writing process Pre-write to presentation Create autobiography/biography and memoirs	<i>Peter and the Starcatchers</i> (Audiobook CD) (Brilliance Audio) <a href="http://www.brillianceaudio.com">www.brillianceaudio.com</a>	Essay 3-Minute Pause Quiz	
<b>W6.3.c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	transition variety words phrases clauses sequence shift timeframe setting timeline convey variety setting	Voice Word choice Transitions	<i>James and the Giant Peach</i> (Audiobook CD) (Puffin Books) <a href="http://www.us.penguin.com">www.us.penguin.com</a>  <b>Web Resources</b>  <a href="http://www.educationnorthwest.org">www.educationnorthwest.org</a> <a href="#">Ted Talks</a> <a href="#">EdHelper</a> <a href="#">BrainPop</a> <a href="#">ReadWriteThink.</a> <a href="#">Quizlet</a>	Essay Rubric	
<b>W6.3.d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	sensory language metaphor simile figurative language imagery idioms	Presentation of original writing Short stories Dramatization/Fluency	<a href="#">Grammarly</a> <a href="http://www.gamesquarium.com">www.gamesquarium.com</a> <a href="http://lettersofnote.com">lettersofnote.com</a> <a href="http://literacyshed">literacyshed</a>	Journal Entry Choral Response Student Conference	



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

**2013-14**

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	alliteration onomatopoeia		<a href="#">I-tunesU</a> <a href="#">Soulpancake</a>		
<b>W6.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	guidance peers develop strengthen writing planning revise rewrite editing approach	Peer editing Self editing Teacher editing Informative/Explanatory Writing	<a href="#">Cocera</a> <a href="#">U-tube</a> <a href="#">Googlelitrip</a> <a href="#">Americanrhetoric.com</a> <a href="#">www.FunEnglishGames.com</a>  Keepvid.com	One Sentence Summary Think-Pair-Share Self-Assessment Teacher Observation	
<b>W6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.	argument claim reasons hook essay thesis statement relevant evidence	Write an argument and post on a classroom blog or in journal Writing (Argument)		Portfolio Check	
<b>W6.1.a.</b> Introduce claim(s) and organize the reasons and evidence clearly.	organize create research categorize group delineate	In pairs or triads, write a persuasive piece (advert, product attributes, letter, etc.) using various media		Nancy Fetzer five-paragraph essay rubric	
<b>W6.1.b.</b> Support claim(s) with clear reasons and relevant	demonstrate understand	Research facts to support various claims in		Presentation	



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

2013-14

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evidence, demonstrating an understanding of the topic or text.	analyze text support claim argumentative debate	persuasive piece above			
<b>W6.1.c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	clarify	Refine persuasive writing techniques Literature Response/Media Appriciation			
<b>SL6.1.b.</b> With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.	guidance support rules collegial discussions rules guidelines goals deadlines roles	In whole group, establish classroom norms for all routines		Oral Questioning	
<b>SL6.1.c.</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	pose respond elaboration details comments contribute topic issue text discussion	“I Say, You Say” Socratic seminar Class Discussion (questions that build on Texts read in grade five)		Question and answer session	



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

**2013-14**

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	socratic seminar				
<b>L6.1.</b> Observe conventions of grammar and usage when writing or speaking.	observe conventions grammar speaking punctuation proper language slang capitalization usage	Follow the writing process Grammar and Usage Mechanics/Grammar wall Vocabulary/Word Wall		Teacher Observation Portfolio Check	
<b>L6.1.a.</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).	ensure pronouns subjective objective possessive	Independently on ipads, complete Quizlet Set		One Word Summary Oral Questioning Quizlet	Quizlet App is downloable from itunes at a low cost with free resources for teachers
<b>L6.1.b.</b> Use intensive pronouns (e.g., myself, ourselves).	intensive	In pairs, Interactive Grammar Games using ipads, desktops, laptops, etc.		Teacher Observation Turn To Your Partner	
<b>L6.1.c.</b> Recognize and correct inappropriate shifts in pronoun number and person.*	recognize correct inappropriate shifts pronouns	In pairs, Interactive Grammar Games using ipads, desktops, laptops, etc		Teacher Observation Turn To Your Partner	
<b>L6.1.d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	recognize vague broad specific precise	In pairs, Interactive Grammar Games using ipads, desktops, laptops, etc		Teacher Observation Turn To Your Partner	



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

**2013-14**

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	unclear ambiguous unclear antecedents				
<b>L6.1.e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	variations standard english identify strategies improve expression conventional language	Compare/Contrast types of writing Cloze activity Role play Model appropriate language		Oral Questioning Student Conference	
<b>L6.2.</b> Observe conventions of capitalization, punctuation, and spelling when writing.	observe conventions capitalization punctuation spelling writing re-reading	Peer editing		Numbered Heads Together Inside-Outside Circle	
<b>L6.2.a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements	punctuation commas parentheses dashes non-restrictive elements	Individually play online punctuation games			
<b>L6.2b.</b> Spell correctly.	spelling	In small groups, create index cards with word on one side and definition on the other. Check with a partners. Partner practice		Quiz-Quiz-Trade	





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Quarter 1 Curriculum Map**

2013-14

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<b>L6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	demonstrate understanding figurative language nuances word meanings simile metaphor alliteration cliché onomatopoeia	In Dyads/Triads, create posters to illustrate various figurative languages (idioms, clichés, personification, etc.) Bucket of Lies		Poster evaluations using rubric Peer review	
<b>L6.5.a.</b> interpret figures of speech (e.g- personification) in context.	figurative language personification figures of speech	Individually, identify figures of speech in an excerpt/paragraph using highlighters. As a class, interpret the figures of speech. Figurative Language Rap		Teacher Observation Numbered Heads Together	
<b>L6.5.b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	cause/effect part/whole item/category verses	Role Play Bucket of Lies		Quiz-Quiz-Trade	
<b>L6.5.c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).	connotations associations denotations definitions thesaurus dictionary resource	Bucket of Lies		Quiz-Quiz-Trade	
<b>Interim Assessment 1: October 7-18 (Assesses Quarter 1 Standards)</b>					



# Unit 1 Plan



## LCPS 6-12 Grade English Language Arts Unit Plan

<b>Quarter: 1<sup>st</sup></b>	<b>Suggested #of Days for Unit:</b> First six weeks.	<b>Grade Level:</b> 6
<b>Unit Theme or Essential Question(s):</b> What distinguishes childhood from adulthood?		<p><b>RL6.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.</p> <p><b>RL6.3.</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>RL6.6.</b> Explain how an author establishes and develops the point of view of the narrator or speaker in a text.</p> <p><b>RL6.7.</b> Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.</p> <p><b>RL6.9.</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><b>RI6.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RI6.8.</b> Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>W6.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W6.3.a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>W6.3.b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>W6.3.c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>W6.3.d.</b> Use precise words and phrases, relevant descriptive</p>
<b>Unit Focus Areas:</b> Reading Focus- Literature and/or Informational Texts Writing Focus- Argumentative, Informative-Explanatory, and/or Narrative Listening/Speaking Focus-Comprehension, Collaboration, Presentation Language Focus-Conventions, Application, Vocabulary		
<b>Essential Question and/or Learning Targets:</b>  What distinguishes childhood from adulthood?		
<b>Suggested Student Objectives</b> <ul style="list-style-type: none"> <li>• Read and compare an original text to its prequel (e.g., <i>Peter Pan</i> and <i>Peter and the Starcatchers</i>).</li> <li>• Establish a plan for locating credible and reliable information when conducting research.</li> <li>• Research the relationship between authors’ lives and what they write about through reading author biographies, autobiographies, letters, and interviews; present findings to the class.</li> <li>• Prepare for class discussions and by taking notes on specific elements of texts read.</li> <li>• Write a prequel for a story of choice that reflects appreciation for the selected work.</li> <li>• Demonstrate understanding of texts by interpreting significant scenes for classmates.</li> </ul>		



CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map

2013-14

details, and sensory language to convey experiences and events.

**W6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W6.1.** Write arguments to support claims with clear reasons and relevant evidence.

**W6.1.a.** Introduce claim(s) and organizes the reasons and evidence clearly.

**W6.1.b.** Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text.

**W6.1.c.** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**SL6.1.b.** With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.

**SL6.1.c.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**L6.1.** Observe conventions of grammar and usage when writing or speaking.

**L6.1.a.** Ensure that pronouns are in the proper case (subjective, objective, possessive).

**L6.1.b.** Use intensive pronouns (e.g., myself, ourselves).

**L6.1.c.** Recognize and correct inappropriate shifts in pronoun number and person.\*

**L6.1.d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*

**L6.1.e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

**L6.2.** Observe conventions of capitalization, punctuation, and spelling when writing.

**L6.2.a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements

**L6.2b.** Spell correctly.

**L6.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L6.5.a.** interpret figures of speech (e.g. - personification) in context.

**L6.5.b.** Use the relationship between particular words (e.g.,



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

**2013-14**

				<p>cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>L6.5.c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty).</p>
<p><b>Assessment Strategies: (How will the students and I know when they are successful?)</b>  <a href="http://blogs.egusd.net/ccss/ela/rubrics-k-12/">blogs.egusd.net/ccss/ela/rubrics-k-12/</a></p> <p><i>Pre-Assessment:</i> Anticipation Guide</p> <p><i>Formative Assessment:</i> CFA Discovery Probes</p> <p><i>Summative Assessment:</i> Explanatory Essay that addresses the Essential Question</p>				<p><b>Academic Vocabulary:</b>            Summative vs formative assessment            Descriptive student/teacher feedback            Formal vs. Informal Assessments            Rubric, quick checks, diagrams, understanding, compare, contrast, empathy, organize, rationale, format, perspective, document,            Writing Vocabulary: PreWrite;RoughDraft; Edit;</p>
<p><b>Learning Experiences: (What learning experiences will facilitate their success?)</b></p>				<p><b>Resources (Title and Genre):</b></p>
<i>Activities/Lesson</i>	<i>Depth of Knowledge</i>	<i>Instructional Strategies</i>	<i>Differentiated Instruction (Sped, Gifted, ELL)</i>	<p><u>Bloom Taxonomy To Write Rubric</u></p> <p><u>WIDA Performance Definitions: Speaking &amp; Writing RUBRIC</u></p> <p>Discourse Level=Linguistic Complexity            Sentence Level=Language Forms &amp; Conventions            Word/Phrase Level=Vocabulary Usage            LEVEL 6=Reaching (L            Bridging Level 5:Expanding Level 4; Developing Level 3; Emerging Level 2; Entering Level 1.</p> <p><u>Multiple Intelligences, Howard Gardner</u></p>
<p><b>1. Literature Response</b></p>	<p><b>Individual or Small Group Interventions</b>            Reference Student's: Discovery Testing; Formative Assessments; Trends in student Standardized Testing; WIDA/ACCESS Scores</p>	<p><b>As you read the original and prequel versions of Peter Pan, take notes about the following in your journal:</b></p> <ul style="list-style-type: none"> <li>• <b>Setting</b></li> <li>• <b>List of characters and their traits</b></li> <li>• <b>The character's internal responses and external behaviors to events in the story</b></li> <li>• <b>The events that lead up to climax and ultimately the character's development</b></li> <li>• <b>"I Won't Grow Up" – how do Peter Pan's actions reflect these famous words? (RL.6.1)</b></li> </ul> <p><b>Instructional Strategies:</b>  <b>Scaffold the Lesson-Writing:</b></p>	<p><b>Model:</b>  <b>Visual Spatial:</b>  <b>Models Diagram; graphic organizers; video clips; textbook; pictures; charts; graphs; descriptive vocabulary word bank...</b>  <b>Interpersonal:</b>  <b>Think pair share; key word association bank; demonstrate empathy toward character.</b></p>	<p><b>Resources (Title and Genre):</b></p>



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

2013-14

		<p>Graphic organizers-Rubric check for understanding Main Idea Supporting details: Teacher check; pair share; collaborative learning focus descriptive feedback from teacher and student Model Strong wee and weak writing strategies-Reference writing rubric, LWA; CCS Common Core Standard for Writing 1 Emergent; 2 Nearing Proficiency; 3 Proficient ; 4 Advanced</p>	<p><b>Divergent Thinking:</b> Evidence; inference; synthesis; analysis; evaluation (BloomsTaxonomy)</p>	<p><b>K-6<sup>th</sup> Grade Writing : Sentence-Paragraph Essay Rubric</b> <b>LWA=Language Writing Assessment=Nancy Fetzer</b></p> <p><u>Multiple Intelligences in the ESL Classroom</u>: Website</p> <p>ESL Lesson plans, ESL teaching techniques, and Multiple Intelligences=tools for differentiating instruction. <a href="C:\Users\jhutchcraft\Desktop\ELL">C:\Users\jhutchcraft\Desktop\ELL</a></p>
<p><b>2. Class Discussion</b></p>		<p>In Peter and the Starcatchers, Dave Berry and Ridley Pearson took a well known book, Peter Pan, and wrote about what happened before the events that took place in it. How do Berry and Pearson connect this story to the original? What elements and details do they retain, and which ones do they omit? You can ask your students to first write their own response in their journal and share it with a partner prior to discussing as a class. Be sure students write down the page numbers of relevant information, or to mark the text with highlighters or sticky notes, so students can cite the text during class discussions. (SL.6.1a, b, RL.6.1, RL.6.6)</p>	<p><b>Sentence Starters</b> <b>KWGL</b> Daily warm-up=Journal entry by using words, pictures,numbers ,diagrams etc. Have students share.</p>	
<p><b>3. Narrative Writing</b></p>		<p>Write a prequel to Charlie and the Chocolate Factory by Roald Dahl (or to another favorite book). What elements of the orginal are important to maintain in creating a prequel? What elements of setting will the students include? Edit the</p>	<p>Prequel is the perspective of one character.</p>	



**CCSS English Language Arts: Grade 6  
Quarter 1 Curriculum Map**

2013-14

		writing for pronouns, punctuation, and spelling. As a extension activity you can ask your students to draw and scan an illustration to accompany it. (RL.6.3, W.6.3, W.6.4, L.6.1a, b, L.6.2a, b)		
<b>4. Dramatization /Fluency</b>		Ask the students to choose a scene from one of the books that they find humorous or that touched them in some way. They should work with a classmate to present the scene as a dramatic reading. They may also record their presentation using a video camera to compare the difference in impact between seeing and hearing the words. (SL.6.6)	<b>Bilingual Interview of Characters to filmed by students.</b>	
<b>5. Informative/Explanatory Writing</b>		Ask the students what they learned about the authors from the biographies, autobiographies, letters or interviews that they didn't know before. How much of the author's experience did they "see" in the text after learning more about him/her? Prior to drafting their essay, they should establish a plan for locating credible and reliable information. Their explanation should be a well developed essay that includes three to four supporting details. Edit writing for pronouns, punctuation, and spelling. (RI.6.1, L.6.1a, b, L.6.2a, b)	<b>Press Release which focuses on the climax and outcome of the Story.</b>	
<b>Teacher Notes:</b> <i>What was successful? What will you add/change/delete next time?</i>				