

Map: **ELA Grade 6** Grade Level: **6**District: **Island Trees**Created: **12/21/2006** Last Updated: **12/21/2006**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p>LITERATURE/WRITING: THEME: SURVIVAL</p> <p>How can being active readers help us develop our writing skills?</p> <p>Why is it important to create written responses to the literature we read?</p> <p>What can we learn from observing the world around us?</p> <p>How can one's experience change his/her point of view?</p> <p>In what ways can poetry enhance our understanding of the world around us?</p> <p>ELA PREPARATION:</p> <p>How can we use reading comprehension strategies to improve our understanding of literary and informational texts?</p> <p>What note-taking procedures are useful during a listening exercise?</p> <p>EDITING AND REVISION:</p> <p>How can we apply what we have learned about our writing to future assignments?</p> <p>How can we use editing and revision skills to improve our</p>	<p>LITERATURE/WRITING:</p> <p><i>REALISTIC FICTION</i> (required): <i>Hatchet</i> By Gary Paulsen</p> <p>RAFT Paragraphs (Restate, Answer, For Example (3), Tie Together)</p> <p>ICE (Introduce, Cite, Explain)</p> <p>Appropriate transitions (How we use them and recognize them)</p> <p>Parts of friendly letter</p> <p>Self-addressing envelopes</p> <p>Authors' use of persuasive language</p> <p>How to write a descriptive writing piece</p>	<p>Identify the character traits of the main character, Brian, in <i>Hatchet</i></p> <p>Compare character traits of Brian vs. Self</p> <p>Compare & Contrast- setting, mood, and voice.</p> <p>Outline proper short answer response by utilizing RAFT technique</p> <p>Identify persuasive writing techniques that enable the reader to think and feel</p> <p>Practice using ICE technique properly</p> <p>Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation</p> <p>Model graphic organizers for descriptive writing</p> <p>Write a descriptive essay utilizing the elements of survival from various pieces of literature</p>	

<p>writing?</p> <p>VOCABULARY: How can we enrich our vocabulary by recognizing new words in context and using new words in writing?</p> <p>PORTFOLIO: How can we use voice to capture our audience's attention? How can portfolio help us to develop as writers? How can we use literary devices and techniques in our own writing?</p>	<p><i>POETRY:</i> Thematically-related nature poetry</p> <p><i>LITERARY DEVICES:</i> Tone Foreshadowing Metaphor Onomatopoeia Narration</p> <p>ELA PREPARATION: <i>REVIEW TEST-TAKING STRATEGIES:</i> Comprehension strategies (Before, During and Post Active Reading) Marginal notes & highlighting strategies Short answer technique (RAFT, ICE) Multiple choice test taking strategies (Predict answer, process of elimination, refer to story for proof) <i>Scott Foresman NYS ELA Student Practice Workbook-Unit 2</i> Reading, Writing, Listening & Independent Essay) <i>Scott Foresman Unit and End of Year Skills Test Workbook-Unit 2</i> (Multiple Choice, Reading Comprehension, Writing/Grammar Practice)</p>	<p>Determine intended audience Use tone and language appropriate for intended audience</p> <p>While researching students will exercise the use of text features, such as headings, captions, and titles, to understand and interpret information texts Recognize organizational formats to assist in comprehension of information text</p> <p>Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts</p> <p>Identify the way in which characters change and develop throughout a story Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance Identify author's use of persuasive language</p> <p><i>POETRY:</i> Listen and respond to poetry Identify free verse</p>			
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			Identify examples of personification		
		EDITING AND REVISION:			
		Punctuation, Spelling, Grammar & Capitalization	Read aloud from a variety of genres; for example, recite a poem		
		Nouns (Proper & Common)	Recognize how the author's use of language creates images or feelings, with assistance		
		Plural and Possessive Nouns			
		Commas with Nouns in Series and in Direct Address	Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance		
		Direct Address			
		Subjects and Predicates/Subject-Verb Agreement			
			<i>LITERARY DEVICES:</i>		
			Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning		
		VOCABULARY:			
		<i>Unit 2 Scott Foresman</i>	Use inflection and intonation appropriate to text read and audience		
		Vocabulary taken from novel			
			<i>Through a class presentation, students will exercise the following skills:</i>		
		PORTFOLIO:			
		Introduce Portfolio Assessment	Use language and grammar appropriate to purpose for speaking		
			Use facial expressions and gestures that enhance communication		
			Establish eye contact during presentations and group discussion		
			Use audible voice and		

acing appropriate to
content and audience

Use visual aids to support
the presentation

ELA PREPARATION:

*REVIEW OF TEST-TAKING
STRATEGIES:*

Utilize comprehension skills
to answer multiple choice
questions, vocabulary and
short answer responses in
*Scott Foresman Practice
Workbook*.

Discover before, during,
and post reading strategies

Produce marginal notes,
highlight important
information *only*

Select correct multiple
choice answers by getting
rid of silly choices

Identify main ideas and
supporting details in
informational texts to
distinguish relevant and
irrelevant information

READING:

Complete Unit 2 *Scott
Foresman End of the Year
Skills Test Book*

Complete Unit 2 *Scott
Foresman Unit Test for NYS
(Orange Book) Part 2
Reading and Part 3 Writing*

INDEPENDENT ESSAY:

Write an Independent Essay in Unit 2 *Scott Foresman Unit Test for NYS* (Orange Book)

LISTENING:

Listen to two stories and take X-notes

Answer short responses utilizing RAFT TECHNIQUE

Complete graphic organizer based on both short stories

Write extended response essay

Listen attentively, for an extended period of time, to a variety of texts read aloud

Listen attentively for different purposes, both student-determined and teacher-determined

EDITING AND REVISION:

Apply correct editing and revising skills by peer-editing and teacher-conferencing

Demonstrate correct usage of proper and common nouns, plural & possessive nouns, commas in series, and commas in direct address

Recognize and apply subjects, predicates and subject-verb agreement

Use correct grammatical construction

Use prewriting activities (e.g. brainstorming, note-taking, freewriting, outlining, and paragraphing)

Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)

Observe the rules of punctuation, capitalization, and spelling

Use signal/transitional words (e.g., *in addition*, *for example*, *finally*, *as a result*, *similarly*, and *on the other hand*) to provide clues to organizational format

VOCABULARY:

Demonstrate the ability to define vocabulary within the context of the novel and *Scott Foresman* selections

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Learn grade-level vocabulary through both direct and indirect means

Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning

Use a thesaurus to identify synonyms and antonyms

			<p>PORTFOLIO:</p> <p>Share and enter written pieces to sixth grade portfolio</p> <p>Select pieces to revise and edit</p> <p>Self-and peer reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p> <p>Write personal reactions to experiences, events, and observations, using a form of social communications</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p>			
Unit 2	<p>LITERATURE/WRITING: THEME: TOLERANCE</p> <p>How does an understanding of our personal background help us to tolerate other cultures, religious beliefs, nationalities, ethnicities, family structures, etc?</p> <p>How do our relationships with others help us learn about ourselves?</p>	<p>LITERATURE/WRITING:</p> <p><i>REALISTIC FICTION</i> (required): <i>Maniac Magee</i> by Jerry Spinelli</p> <p>RAFT Paragraphs (Restate, Answer, For Example (3), Tie Together)</p> <p>ICE (Introduce, Cite, Explain)</p> <p>Transitions</p>	<p>LITERATURE/WRITING:</p> <p>Support character traits of Maniac from <i>Maniac Magee</i> with direct evidence from text and personal experiences on a character growth chart</p> <p>Write a journal entry in response to <i>Maniac Magee</i></p> <p>Produce a news article about someone you know or have heard about who</p>			

How can we adopt an organizational format appropriate for critical analysis and evaluation?	Newswriting	has done something special
How can poetry help us to connect themes across texts?	Cause & effect	Connect ideas and themes across texts
ELA PREPARATION:	Composing an Email	Identify information that is implied rather than stated
How can we use reading comprehension strategies to improve our understanding of literary and informational texts?	Personal Narrative Writing Piece	Read, view, and interpret texts from a variety of genres
What note-taking procedures are useful during a listening exercise?	RAFT Paragraphs (Restate, Answer, For Example (3), Tie Together)	Recognize how Jerry Spinelli's use of language creates images of feelings, with assistance
How does the way we view ourselves help us to respect others?	ICE (Introduce, Cite, Explain)	Participate cooperatively and collaboratively in group discussions of texts
How can we edit and revise to improve our writing?	Transitions and their uses	Demonstrate personal response to grade-level texts through a range of responses, such as, writing, drama, and oral presentations
How does the use of literary devices add voice and imagery to our writing?	Newswriting process	Write a cause-effect essay explaining how Maniac's prior lifestyle has caused him to behavior in a certain way
How can we enrich our vocabulary by recognizing new words in context and using new words in writing?	Cause & effect essay	Email a message to your classmates to inform them of Maniac's journey Include personal feelings, point of view, etc.
How can we use voice to capture our audience's	Composing an Email	Record a personal narrative about an event and its impact on your own life
How can we use voice to capture our audience's	Writing a personal narrative	Listen attentively to poetry and respond to what is
EDITING AND REVISION:	<i>POETRY:</i>	Record a personal narrative about an event and its impact on your own life
How can we edit and revise to improve our writing?	Unit 1 <i>Scott Foresman</i> Poetry	<i>POETRY:</i>
How does the use of literary devices add voice and imagery to our writing?	Teacher-selected poetry	Listen attentively to poetry and respond to what is
VOCABULARY:	<i>LITERARY DEVICES</i>	Listen attentively to poetry and respond to what is
How can we enrich our vocabulary by recognizing new words in context and using new words in writing?	Slang, dialogue, irony, idioms, allusion, mood	Listen attentively to poetry and respond to what is
PORTFOLIO:	ELA PREPARATION:	Listen attentively to poetry and respond to what is
How can we use voice to capture our audience's	<i>REVIEW OF TEST-TAKING STRATEGIES:</i>	Listen attentively to poetry and respond to what is
How can we use voice to capture our audience's	Comprehension strategies (Before, During and Post Active Reading)	Listen attentively to poetry and respond to what is

	<p>attention?</p> <p>How can portfolio help us to develop as writers?</p> <p>How can we use literary devices and techniques in our own writing?</p> <p>How can we apply what we have learned about our writing to future assignments?</p>	<p>Marginal notes & highlighting strategies</p> <p>Short answer techniques (RAFT, ICE)</p> <p>Multiple choice strategies</p> <p>(Predict answer, process of elimination, refer to story for proof</p> <p><i>NYS ELA Student Practice Workbook</i> Unit 1</p> <p>(Reading, Writing, Listening & Independent Essay)</p> <p><i>Unit & End of Year Skills Test Workbook</i> for Unit 1</p> <p>(Multiple Choice, Reading Comprehension, Grammar, Writing)</p> <p>EDITING AND REVISION:</p> <p>Punctuation, spelling, grammar & capitalization</p> <p>Kinds of sentences, subjects and predicates, independent & dependent clauses, compound & complex sentences and combining sentences</p> <p>VOCABULARY:</p>	<p>heard</p> <p><i>LITERARY DEVICES:</i></p> <p>Recognize how author uses dialogue/slang to make the characters sound realistic</p> <p>Identify and understand irony in novel and "Tony and the Snark"</p> <p>Draw on personal experiences to recognize and interpret idioms in the novel and "Hot Dogs and Bamboo Shoots"</p> <p>Distinguish author's use of allusion in "Telephone Call"</p> <p>Determine point of view</p> <p>Infer mood from various texts and understand how authors create mood</p> <p>ELA PREPARATION:</p> <p><i>REVIEW TEST-TAKING STRATEGIES:</i></p> <p>Employ comprehension skills to answer multiple-choice questions and short-answer responses in <i>Scott Foresman Practice Workbook</i></p>			
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Unit 1 *Scott Foresman*

Vocabulary from *Maniac Magee*

PORTFOLIO

Continue Portfolio Assessment

Use text features, such as headings, captions, and titles, to understand and interpret informational texts

Apply corrective strategies to assist in comprehension

Identify main ideas and supporting details in informational texts, to distinguish relevant and irrelevant information

Point out before, during and post reading strategies

Illustrate marginal notes, highlight important information only

Select correct multiple choice answers by eliminating silly choices

Outline proper short answer responses utilizing RAFT technique

READING and WRITING:

Compare two stories and accurately write two short responses(RAFT)

Complete graphic organizer based on stories

Write a complete essay in response to question based on stories (ICE)

Select and incorporate a variety of transitions in short responses, extended responses, creative writing, personal narrative and independent essays

INDEPENDENT WRITING:

Outline and write independent essay that follows along with Unit 1 *Scott Foresman*

LISTENING:

Listen to two stories and take X notes

Produce two short answers utilizing RAFT

Complete graphic organizer based on both stories

Create essay based on both stories

EDITING AND REVISION:

Apply correct editing and revision skills by peer editing and teacher conferencing

Identify and write different kinds of sentences

Points out subjects and predicates of sentences in

*Scott Foresman
Practice Book*

Produce independent and dependent clauses

Recognize and write compound and complex sentences

Practice combining sentences

VOCABULARY:

Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts (*Scott Foresman Unit 1*)

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Learn grade-level vocabulary through both direct and indirect means

Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning

Use a thesaurus to identify synonyms and antonyms

Chart required vocabulary from *Maniac Magee* on a *Vivid Vocabulary Pamphlet*

(Pg#, Word, Context Clues, Your Guess, Illustration, Actual Dictionary Definition)

			<p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p> <p>Write personal reactions to experiences, events, and observations, using a form of social communications</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Maintain a writing portfolio that includes literary, interpretive, and responsive writing</p> <p>Write for an authentic purpose</p> <p>Offer verbal and written feedback to others in a respectful and responsive manner</p>			
	<p>LITERATURE/WRITING: THEME: GOALS, GREAT and SMALL</p> <p>How do people accomplish their ambitions?</p>	<p>LITERATURE/WRITING:</p> <p><i>NOVEL:</i> Choose from Grade 6 Novels Listed in the Resource Column</p>	<p>LITERATURE/WRITING:</p> <p>Skim material to gain an overview of content or locate specific information</p>			

Unit 3	<p>What type of feelings does one experience as he/she works toward personal goals? (For example, exhaustion, stress, discouragement, joy, elation)</p> <p>When people experience failure on the way to achieving their goals, why is giving up not an option for certain people? (Where do they get their perseverance from?)</p> <p>ELA PREPARATION:</p> <p>How can we exercise our ELA strategies to answer multiple choice questions with accuracy and written responses with ample text support?</p> <p>How can we listen with comprehension for teacher-determined purposes and respond appropriately to what is heard?</p> <p>What characterizes a well-written essay in the Independent Writing section on the ELA?</p> <p>What techniques should be used to answer questions in the Reading and Writing section of the ELA?</p> <p>EDITING AND REVISION:</p> <p>How can we revise and edit our work in order to improve our writing and increase our rubric scores?</p> <p>VOCABULARY:</p> <p>How can we acquire new vocabulary by reading a</p>	<p>RAFT</p> <p>ICE</p> <p>Appropriate Transitions</p> <p>How to Write a Compare/Contrast Essay</p> <p>Script Writing</p> <p>How to Write a Humorous Poem</p> <p>How to Write a Narrative Poem</p> <p>How to Write an Announcement, Advertisement</p> <p>Illustrator's Craft</p> <p><i>POETRY:</i></p> <p><i>Unit 3 Scott Foresman Poetry</i></p> <p>Teacher-Selected Poetry</p> <p><i>LITERARY DEVICES:</i></p> <p>Mood</p> <p>Repetition</p> <p>Simile</p> <p>Humor</p> <p>ELA PREPARATION:</p> <p><i>REVIEW OF TEST-TAKING STRATEGIES:</i></p> <p>Comprehension Strategies (Before, During and Post Active Reading)</p>	<p>Identify information that is implied rather than stated</p> <p>Read, view, and interpret texts from a variety of genres</p> <p>Read aloud from a variety of genres</p> <p>Identify literary elements of different genres</p> <p>Recognize how the author's use of language creates images or feelings, with assistance</p> <p>Participate cooperatively and collaboratively in group discussions of texts</p> <p>Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations</p> <p>Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</p> <p>Note and describe aspects of the writer's craft and explain the role that crafting techniques play in helping the reader comprehend the text</p> <p>Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication (RAFT, ICE, ESSAY)</p>			
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<p>variety of texts?</p> <p>How can we use prior knowledge and experience in order to understand and use new vocabulary in our everyday writing and speaking?</p>	<p>Marginal Notes & Highlighting Strategies</p>	<p>Create a poster/advertisement using persuasive language to encourage someone who is becoming discouraged to accomplish his/her goals</p>
<p>PORTFOLIO:</p>	<p>Short Answer Techniques (RAFT,ICE)</p>	<p>Develop a RAFT paragraph using appropriate transitions to summarize plot from novel</p>
<p>How can we use voice to capture our audience's attention?</p>	<p>Multiple Choice Strategies</p>	<p>Develop a RAFT paragraph using appropriate transitions to summarize plot from novel</p>
<p>How can portfolio help us to develop as writers?</p>	<p>(Predict answer, process of elimination, refer to story for proof)</p>	<p>Create a thank you letter to someone who helped to maintain or reach your goals</p>
<p>How can we use literary devices and techniques in our own writing?</p>	<p></p>	<p></p>
<p>How can we strengthen our written expression through self-and peer-selection and reflection?</p>	<p><i>NYS ELA Student Workbook Practice for Unit 3</i></p>	<p>Write an essay comparing/contrasting ambitions/goals</p>
<p>How can we apply what we have learned about our writing to future assignments?</p>	<p>(Reading & Writing Task, Listening Task, Independent Essay)</p>	<p>Add scene to play, "Elizabeth Blackwell" including voice to describe the characters and how they change</p>
	<p><i>Unit and End of Year Skills Test Workbook for Unit 3</i></p>	<p>Recognize how writer's craft affects the mood, setting and characterization in the story <i>Scott Foresman Unit 3</i>)</p>
	<p>(Multiple Choice Task, Reading Comprehension Task, Writing/Grammar Practice)</p>	<p>Recognize how writer's craft affects the mood, setting and characterization in the story <i>Scott Foresman Unit 3</i>)</p>
	<p>Review ELA Listening X-Note Strategies</p>	<p><i>POETRY:</i></p>
	<p>EDITING AND REVISION:</p>	<p>Recognize the distinguishing features of a narrative poem</p>
	<p>Punctuation, Spelling, Grammar & Capitalization</p>	<p>Develop vivid, descriptive words to create images</p>
		<p>Use organizing structures,</p>

		<p>Predicates</p> <p>Verbs, Verb Tenses (Past, Present, Future, Perfect and Progressive)</p> <p>Irregular Verbs</p> <p>Subject-Verb Agreement</p> <p>Direct and Indirect Objects</p> <p>Subject Complements</p> <p>REQUIRED VOCABULARY:</p> <p><i>Unit 3 Scott Foresman</i></p> <p>Vocabulary from novel</p> <p>PORTFOLIO</p> <p>Continue Portfolio Assessment</p>	<p>such as stanzas and vocabulary that encourage emotion and imagination</p> <p>Develop a personal voice that enables the reader to get to know the writer by creating a humorous poem</p> <p><i>LITERARY DEVICES:</i></p> <p>Demonstrate effective use of writer's-craft techniques, such as literary devices (mood, repetition, simile humor) when writing about a job they would like to have</p> <p>ELA PREPARATION:</p> <p><i>REVIEW OF TEST-TAKING STRATEGIES:</i></p> <p>Use a variety of strategies (e.g. summarizing, forming questions, visualizing and making connections) to support understanding of texts read</p> <p>Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted</p> <p>Ask questions to self-monitor comprehension, to clarify understanding and to focus reading</p> <p><i>READING AND WRITING:</i></p>		
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Compare two stories and accurately write two short responses(RAFT)

Complete graphic organizer based on stories

Write a complete essay in reponse to question based on stories (ICE)

INDEPENDENT WRITING:

Outline and Write Independent Essay that follows along with *Unit 3 Scott Foresman*

LISTENING:

Listen to two stories and take X-Notes

Produce two short answers utilizing RAFT

Complete graphic organizer based on both stories

Create essay based on both stories

EDITING AND REVISION:

Point out predicates and verbs

Practices Verb-Tenses (Past, Present, and Future Perfect and Progressive)

Recognize irregular verbs

Differentiate Direct/Indirect Objects, Subject
ComplimentsApply correct editing and revising skills

by peer-editing and teacher- conferencing

Use correct grammatical construction

Use prewriting activities (e.g. brainstorming, note-taking, freewriting, outlining, and paragraphing)

Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)

Observe the rules of punctuation, capitalization, and spelling

Use signal/transitional words (e.g., *in addition, for example, finally, as a result, finally, as a result, similarly, and on the other hand*) to provide clues to organizational format

Use a variety of spelling resources such as dictionaries and spell-check tools to support correct spelling

VOCABULARY:

Determine the meaning of unfamiliar words by using context, dictionaries, glossaries and other print resources, including electronic resources

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Learn grade-level vocabulary through both direct and indirect means

			<p>Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p> <p>Write personal reactions to experiences, events, and observations, using a form of social communications</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p>		
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p>LITERATURE/WRITING: THEME: PREJUDICE/COURAGE</p> <p>How can understanding the past help us live in the present?</p> <p>Do we need to be courageous in order to fight issues of prejudice?</p> <p>How can writing personal responses to literature help us to connect the themes to our own lives?</p> <p>How do ordinary people show courage in the face of difficult situations?</p> <p>How can people develop personal beliefs, preferences, values, and character through past experiences to help turn negative actions into positive feelings?</p> <p>How does understanding issues of prejudice help us to become more courageous? How do we teach all people to live and work productively and harmoniously alongside those of different racial and cultural groups, backgrounds, and abilities in our society?</p> <p>ELA PREPARATION:</p> <p>How can we enrich our ELA strategies to succeed on New York State Assessments?</p> <p>Why is the X-Note Strategy an essential tool for Listening Activities?</p> <p>How can note-taking practice help us become better listeners?</p> <p>EDITING AND REVISION:</p>	<p>LITERATURE/WRITING:</p> <p><i>NOVEL:</i> Choose from grade six novels listed from the resource column</p> <p>Analogy</p> <p>Business letter writing</p> <p>Writing about an author</p> <p>Literary Craft</p> <p>How-To Report</p> <p>Recipe writing</p> <p>How to write a persuasive essay</p> <p>Self-Reflection</p> <p>Myth writing</p> <p>Outlining</p> <p>RAFT (Restate, Answer, For Example(3), Tie Together)</p> <p>ICE (Introduce, Cite, Explain)</p> <p>Appropriate Transitions (how we use and recognize them)</p> <p>POETRY:</p> <p>Thematically-related poems on prejudice/courage</p> <p>Unit 4 Scott Foresman Poetry</p>	<p>LITERATURE/WRITING:</p> <p>Read to collect and interpret data, facts, and ideas from multiple sources</p> <p>Recognize how new information is related to prior knowledge or experience</p> <p>Use inflection and intonation appropriate to text read and audience</p> <p>Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes</p> <p>Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large</p> <p>Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions</p> <p>Share reading experiences to build a relationship with peers or adults: for example, read together aloud with a partner or in small groups</p> <p>Read novel, poetry, magazine articles, tall-tales to make connections</p>	

How can we edit and revise our work to improve our writing?	<i>LITERARY DEVICES:</i>	between texts
How can we vary our sentence openers and write more complex sentences in order to improve our writing performance?	Personification Symbolism Exaggeration Understatement	Understand the characteristics of historical fiction Analyze the impact of the setting Demonstrate the effective use of writer's craft technique
VOCABULARY: How can reading enrich our vocabulary by seeing new words in context and using new words in our writing? How can we use new vocabulary to critically express the impact of prejudice/courage in our society?	ELA PREPRATION: <i>REVIEW OF TEST-TAKING STRATEGIES:</i>	Use strategies, such as note-taking, semantic webbing or mapping, and outlining, to plan and organize writing
PORTFOLIO: How can we use voice to capture our audience's attention?	Comprehension Strategies (Before, During, and Post Active Reading) Marginal Notes & Highlighting Strategies	Understand outlining, including the terms main topics, subtopics, and details
How can portfolio help us to develop as writers?	Short Answer Techniques (RAFT, ICE) Multiple Choice Strategies (Predict answer, process of elimination, refer to story for proof)	Use an outline to summarize, separate, and organize information gathered from at least two sources
How can we use literary devices and techniques in our own writing?	<i>NYS ELA Student Practice Workbook-Unit 4</i> (Reading, Writing, Listening, & Independent Essay)	Use vivid language such as adjectives, sensory details, figurative language, and transitions to create a mental image
How can we apply what we have learned about our writing to future assignments?	<i>Unit and End of Year Skills Test Workbook for Unit 4</i> (Multiple Choice, Reading Comprehension, Writing & Grammar) Review ELA Listening X-Notes Strategy	Describe your favorite season by writing an analogy that compares it to something else Utilize voice to express personal viewpoints and to create a lively paragraph Write about the life and work of the author of the novel Point out personal feelings toward the author's work that make his/her writing interesting

			Write personal reactions about experiences, events, and observations, using a form of social communication		
		EDITING AND REVISION:			
		Punctuation, spelling, grammar & capitalization	Listen attentively to poetry and respond to what is heard		
		Adjectives	Identify similes, point of view and onomatopoeia in poetry		
		Superlative Adjectives			
		Comparative Adjectives	Connect ideas and themes across texts		
		Adverbs			
		Misplaced Modifiers	Recognize the distinguishing features of a myth		
		VOCABULARY:	Write original myth by developing characters, creating a setting, and establishing a plot		
		Unit 4 <i>Scott Foresman</i>			
		Vocabulary from novel			
		PORTFOLIO:	Write a business letter donating money, goods, or services, and explain these items are being given as a donation.		
		Continue Portfolio Assessment	Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance		
			Write personal reactions about experiences, events, and observations, using a form of social communication		
			<i>POETRY:</i>		
			Listen attentively to poetry and respond to what is heard		
			Read aloud from a variety		

of genres, including myth, historical fiction, and tall tale by reciting a poem

Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance

LITERARY DEVICES

Identify how the use of literary devices such as personification and symbolism affect meaning

Point out how the use of exaggeration and understatement are important elements in creating a tall-tale

Understand that symbolism suggests a meaning beyond literal meaning

ELA PREPARATION:

REVIEW OF TEST-TAKING STRATEGIES

Ask questions to self-monitor comprehension, to clarify understanding and focus reading

Read grade-level text and answer literal, inferential, analytic, and evaluative questions

READING AND WRITING:

Compare two short stories and accurately write two short responses (RAFT)

Complete graphic organizers based on stories

Write an extended response based on stories (ICE)

INDEPENDENT WRITING:

Outline and write independent essay that follows along with *Unit 4 Scott Foresman*

LISTENING:

Listen to two stories and take X Notes

Produce two short answers utilizing RAFT

Complete graphic organizer based on both stories

Create essay based on both stories

EDITING AND REVISION:

Correctly spell words within own writing that have been previously studied

Recognize adjectives

Point out comparative and superlative adjectives

Practice use of adverbs

Avoid misplacing modifiers

VOCABULARY:

Acquire new vocabulary by engaging with a variety of texts written by a range of different authors

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Learn grade-level vocabulary through both direct and indirect means

Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning

Use a thesaurus to identify synonyms and antonyms

PORTFOLIO:

Select pieces to revise and edit

Self-and peer reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

Write personal reactions to experiences, events, and observations, using a form of social communications

Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes

Unit 5	<p>LITERATURE/WRITING: THEME: UNDERSTANDING REALITY VS. FANTASY</p> <p>What can we learn from visiting real and imaginary times and places?</p> <p>How do our journeys affect our perspective about what is important?</p> <p>How do our experiences enlighten our own thoughts and views about the world around us?</p> <p>How does reading about different people, periods, and places help deepen our understanding of the world today?</p> <p>How can our journeys help us to differentiate between what is true and what is false--reality vs. fantasy?</p> <p>What irole does fantasy play in encouraging people to pursue their dreams in reality?</p> <p>How does writing help us to organize our thoughts on paper?</p> <p>ELA PREPARATION: How can we apply our ELA strategies to answer multiple choice questions with accuracy and write clear, concise responses?</p> <p>EDITING AND REVISION: How can we revise and edit our work to improve our writing and</p>	<p>LITERATURE/WRITING:</p> <p><i>NOVEL:</i> Choose from Grade 6 novels listed in the resource column</p> <p>How to write an Expository Nonfiction Essay</p> <p>How to write a Fantasy story</p> <p>Advertisement Construction</p> <p>Research Paper (teacher-selected topic)</p> <p><i>POETRY:</i></p> <p>Thematically-related poems re: reality vs. fantasy</p> <p><i>LITERARY DEVICES:</i></p> <p>Specialized and Technical Words</p> <p>Imagery</p> <p>Puns and Word Play</p> <p>Dialect</p> <p>Point of View</p>	<p>LITERATURE/WRITING:</p> <p>Identify main ideas and supporting details in text to distinguish relevant and irrelevant information</p> <p>Identify the ways in which characterrs change and develop throughout a story</p> <p>Interpret characters, plot, setting, and theme, using evidence from the text</p> <p>Define the elements of an Expository Nonfiction Writing piece</p> <p>Identify details that make <i>The Land of Expectations</i> a Fantasy</p> <p>Use at least three sources of information, with appropriate citations, to develop a research paper based on teacher-selected topic</p> <p>Take notes to record and organize relevant data, facts, and ideas</p> <p>Compare and contrast ideas and information from two or three sources</p> <p>Use knowledge of structure, content, and vocabulary to understand text</p> <p>Draw conclusions and make inferences on the basis of explicit and implied information</p>			
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<p>increase our rubric scores?</p> <p>How can we edit and revise our work to improve our writing?</p>	<p>ELA PREPARATION:</p>	<p>Distinguish between fact and opinion</p>
<p>VOCABULARY: How does vocabulary enhance the way we speak and write?</p>	<p><i>REVIEW OF TEST-TAKING STRATEGIES:</i></p>	<p>Recognize that sometimes a statement includes both facts and opinions</p>
<p>How can we enrich our vocabulary by encountering new words in context?</p>	<p>Comprehension Strategies</p>	<p>Use context clues to figure out word meaning</p>
<p>PORTFOLIO:</p>	<p>Marginal Notes and Highlighting Strategies</p>	<p>Use clue words, numbers, and prior knowledge to keep the steps in a process in order, including the steps in a natural process</p>
<p>How can we use voice to capture our audience's attention?</p>	<p>Short Answer Techniques</p>	<p>Identify character traits by analyzing what they think, say, and do and how other characters treat them</p>
<p>How can portfolio help us to develop as writers?</p>	<p>Multiple Choice Strategies</p>	<p></p>
<p>How can we use literary devices and techniques in our own writing?</p>	<p><i>NYS ELA Student Workbook Practice for Unit 5(Reading & Writing Task, Listening Task, Independent Essay)</i></p>	<p>Use graphic sources, such as photographd, graphs, timelines, and charts, as well as, facts to create a multimedia presentation</p>
<p>How can we apply what we have learned about our writing to future assignments?</p>	<p><i>Unit and End of Year Skills Test Workbook for Unit 5 (Multiple Choice Task, Reading Comprehension Task, Writing/Grammar Practice)</i></p>	<p>Listen to, analyze, and summarize what the speaker says after an oral presentation</p>
	<p>Review ELA Listening X Notes Strategy</p>	<p>Review the difference between summarizing and paraphrasing</p>
	<p>EDITING AND REVISION:</p>	<p>Generate a list of criteria for evaluating a presentation</p>
	<p>Punctuation, Spelling, Grammar, and Capitlization</p>	<p>Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations</p>
	<p>Pronouns</p>	<p>Participate cooperatively and collaberatively in group discussions of texts</p>
	<p>Subject/Object Pronouns and Agreement</p>	

		<p>Prepositions and Prepositional Phrases</p> <p>Conjunctions</p> <p>Interjections</p> <p>VOCABULARY:</p> <p><i>Unit 5 Scott Foresman</i> (Unfamiliar Words, Antonyms, Synonyms, Vocabulary from Novel</p> <p>PORTFOLIO:</p> <p>Continue Portfolio Assessment</p>	<p>State main idea or important details of an article or major event in the story</p> <p>Recognize the distinguishing features of expository nonfiction</p> <p><i>POETRY:</i></p> <p>Listen and respond to poetry</p> <p>Identify similes, point of view, and onomatopoeia in poetry</p> <p><i>LITERARY DEVICES:</i></p> <p>Extend knowledge of word meaning through direct and indirect means</p> <p>Understand imagery and use description to create images</p> <p>Recognize how the author's use of language creates images or feelings</p> <p>Recognize the author's use of word play such as puns and playful use of synonyms</p> <p>Identify examples of dialect and recognize why an author uses it</p> <p>Establish a consistent point of view (e.g., first or third person)</p> <p>ELA PREPARATION:</p> <p><i>REVIEW OF TEST-TAKING STRATEGIES:</i></p> <p>Evaluate the validity and accuracy of information, ideas, themes, opinions,</p>			
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and experiences in text to evaluate examples, details, or reasons used to support ideas

READING AND WRITING:

Compare two short stories and accurately write two short responses (RAFT)

Complete graphic organizers based on stories

Write an extended response based on stories (ICE)

INDEPENDENT WRITING:

Outline and write independent essay that follows along with Unit 5
Scott Foresman

LISTENING:

Listen to two stories and take X Notes

Produce two short answers utilizing RAFT

Complete graphic organizer based on both stories

Create essay based on both stories

EDITING AND REVISION:

Correctly spell words within own writing that have been previously studied Recognize Pronouns, Subject/Object Pronouns, Pronoun Agreement Understand

Prepositions and
Prepositional Phrases

Practice Conjunctions and
Interjections

VOCABULARY:

Use word structure
knowledge, such as root
prefixes, and suffixes to
determine meaning

Use self-monitoring
strategies to identify
specific vocabulary
difficulties that disrupt
comprehension, and
employ an efficient course
of actions, such as using a
known word base or a
resource such as a
glossary to resolve the
difficulty

Use word recognition skills
and strategies, accurately
and automatically, when
decoding unfamiliar words

Learn grade-level
vocabulary through both
direct and indirect means

Use a thesaurus to
identify synonyms and
antonyms

Use knowledge of a
variety of decoding
strategies, such as
letter/sound
correspondence, syllable
patterns, decoding by
analogy, word structure,
use of syntactic
(grammar) cues and use
of semantic (meaning)
cues, to read unfamiliar
words

			<p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p> <p>Write personal reactions to experiences, events, and observations, using a form of social communications</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p>			
Unit 6	<p>LITERATURE/WRITING: THEME: CREATIVITY</p> <p>How many different ways can people be creative?</p> <p>How can people use their creativity to help solve problems?</p> <p>How can a person's creativity level cause them to believe/disbelieve in him/herself?</p> <p>ELA PREPARATION:</p> <p>How can we exercise our ELA strategies to multiple choice questions with accuracy and written responses with ample text support?</p> <p>How can we enrich our vocabulary by encountering new words in context and using new words in</p>	<p>LITERATURE/WRITING:</p> <p><i>NOVEL:</i> Choose from Grade 6 novels listed in the resource column</p> <p>How to Write a Creative Essay</p> <p>Thank-You Letter construction</p> <p>Organizing Information</p> <p>Book Review</p> <p>Editorial</p> <p>Questions for Investigation - How do we form/develop investigative questions?</p> <p>Broaden Vocabulary</p> <p>Information Organization</p> <p>Persuasive Technique</p>	<p>LITERATURE/WRITING:</p> <p>Recognize how one's own point of view contributes to forming an opinion about information and ideas</p> <p>Identify qualities that make the character's lifestyle interesting</p> <p>Extend knowledge of word meaning through direct and indirect means</p>			

our writing?	Fluent Reading Development	Recognize organizational formats to assist in comprehension of information texts
EDITING/REVISION: How can we revise and edit our work to improve our writing and increase our rubric scores?	<i>POETRY:</i> Thematically-related poems re: creativity-what is it, how does it effect a person's point of view?	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
How can we revise and edit our work to use more creative/visual language to improve our writing and increase our rubric scores?	<i>LITERARY DEVICES:</i>	Define the elements of narrative non-fiction
VOCABULARY: How does vocabulary enrich the way we speak?	Flashback	Define the elements of narrative non-fiction
How does vocabulary enrich our creative use of language (orally and written)?	Metaphor	Define the elements of narrative non-fiction
How can expanding our vocabulary with new words improve our writing?	Jargon	Recognize the characteristics of Science Fiction
PORTFOLIO: How can portfolio help us to develop as writers?	Literary Craft	Recognize the characteristics of Science Fiction
How can we apply what we have learned about our writing to future assignments?	ELA PREPARATION: <i>REVIEW OF TEST-TAKING STRATEGIES:</i>	State or summarize a main idea and support it or elaborate on it with relevant details
How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?	Comprehension Strategies (Before, During, and Post Active Reading)	Participate cooperatively and collaboratively in group discussions of texts
How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?	Marginal Notes and Highlighting Strategies	Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?	Short Answer Techniques (RAFT, ICE)	Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?	Multiple Choice Strategies (Predict answer, process of elimination, refer to story for proof)	Present a point of view or interpretation of the text, such as its theme or the author's intended message, and support it with relevant details from the text
How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?	<i>NYS ELA Student Workbook Practice-Unit 6</i>	Present a point of view or interpretation of the text, such as its theme or the author's intended message, and support it with relevant details from the text
How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?	(Reading & Writing Task,	Select an organization

		<p>Listening Task, Independent Essay)</p> <p><i>Unit and End of Year Skills Test Workbook for Unit 6</i></p> <p>(Multiple Choice Task, Reading Comprehension Task, Writing/Grammar Practice)</p> <p>Review ELA Listening 'X' Notes Strategy</p> <p>EDITING AND REVISION:</p> <p>Punctuation, Spelling, Grammar and Capitalization</p> <p>Proper Nouns and Proper Adjectives</p> <p>Compound Subjects and Objects</p> <p>Commas</p> <p>Quotation marks and Paragraph Indentation</p> <p>Semicolons, Colons, Hyphens</p> <p>VOCABULARY</p> <p><i>Unit 6 Scott Foresman</i></p> <p>Vocabulary from novel</p>	<p>pattern for writing that effectively communicates the topic and purpose of the text to the intended audience</p> <p>Publish writing in a variety of presentation or display mediums, for a variety of audiences</p> <p>Review note-taking tips and read a sample set of notes</p> <p>Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements</p> <p>Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</p> <p>Evaluate examples, details, or reasons used to support ideas</p> <p><i>POETRY:</i></p> <p>Read aloud from a variety of genres by reciting teacher-selected creative poems</p> <p><i>LITERARY DEVICES:</i></p> <p>Identify how the use of</p>			
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PORTFOLIO

Conclude Portfolio
Assessment

literary devices such as
flashback, metaphor, and
jargon affect meaning

ELA PREPARATION:*REVIEW OF TEST-TAKING
STRATEGIES:*

Ask questions to self-
monitor comprehension,
to clarify understanding
and focus on reading

Read grade-level text and
answer literal, inferential,
analytic, and evaluative
questions

READING AND WRITING:

Complete Unit 6 *Scott
Foresman End of the Year
Skills Test Book*

Complete Unit 6 *Scott
Foresman Unit Test for
NYS (Orange Book) Part 2
Reading and Part 3
Writing*

INDEPENDENT ESSAY:

Write an Independent
Essay in Unit 6 *Scott
Foresman Unit Test for
NYS (Orange Book)*

LISTENING:

Listen to two stories and
take X-notes

Answer short responses
utilizing RAFT technique

Complete graphic organizer based on both short stories

Write extended response essay

Listen attentively, for an extended period of time, to a variety of texts read aloud

Listen attentively for different purposes, both student-determined and teacher-determined

EDITING AND REVISION:

Implement proper Capitalization

Practice the correct use of commas

Recognize when to use Quotation Marks and Indentation appropriately

Develop the proper use of Contractions

Point out and fill-in the proper use of semicolons, colons, and hyphens

VOCABULARY:

Acquire new vocabulary by engaging with a variety of texts written by a range of different authors

Extend knowledge of word meaning through direct and indirect means

Use a thesaurus to

			<p>identify synonyms, homophones, antonyms</p> <p>Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words</p> <p>PORTFOLIO:</p> <p>Ready portfolio for final evaluation</p> <p>Select pieces to revise and edit</p> <p>Self-and peer reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p> <p>Write personal reactions to experiences, events, and observations, using a form of social communications</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p>		
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Key to Standards used in this Map						