

Curriculum Map - English Language Arts - 6 ELA - Novel Studies

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire year						
LIT-Amos Fortune Free Man	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3(A) 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>RL.6.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5(A) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7(A) Compare and contrast the experience of reading a story, drama, or poem 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>RL.6.9(A) 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>What obstacles did slaves face when brought to America? How is Amos an example of black contributions to the fabric of America?</p>	<p>Develop awareness of slave trade. Develop understanding of integration of slaves into the New World. Understand similarities and differences of integration in the North. Learn the details of the real life of Amos Fortune.</p>	<p>Class discussions Question worksheets Hotseat characters AR test</p>	<p>What does the Bible have to say about slavery? How did Amos's Christian faith guide his life choices? How did Amos's Christian faith help him to deal with the adversities of life? How did Amos demonstrate his faith in his will?</p>
LIT-Holes	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3(A) 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>RL.6.4(A) Determine the meaning of words and phrases as they are used in a text,</p>		<p>How does past history impact the future? Can a person rise above their circumstances? Is there such a thing as fate or destiny?</p>	<p>Describe how Louis Sachar's writing style makes this book so effective. Understand how alternating the time frames adds to the story. Appreciate how the author reveals vital details bit by bit. Identify elements of humor and fantasy within the text.</p>	<p>Question worksheets Essay Hotseat characters Comic strip summary of book AR test</p>	<p>What does the Bible have to say about race relations, interracial dating/marriage?</p>

	<p>including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5(A) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7(I) Compare and contrast the experience of reading a story, drama, or poem 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>RL.6.9(I) 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>LIT-Bridge to Terabithia</p>	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3(A) 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>RL.6.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5(A) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7(A) Compare and contrast the experience of reading a story, drama, or poem 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>RL.6.10(A) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text</p>		<p>Can a boy and a girl just be "good friends"? What impact does the death of a good friend have upon a person?</p>	<p>Explain the impact of Leslie's friendship on Jesse. Articulate the impact of the death of a close friend.</p>	<p>Question worksheets Hotseat characters AR test</p>	<p>What evidence was there that Leslie's family wasn't interested in religious things? Is there any evidence that Leslie may have become a Christian?</p>

Curriculum Map - English Language Arts - 6 ELA - Novel Studies

	complexity band proficiently, with scaffolding as needed at the high end of the range.					
LIT-Bud Not Buddy	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3(A) 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>RL.6.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5(A) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7(A) Compare and contrast the experience of reading a story, drama, or poem 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>RL.6.9(A) 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>RL.6.10(A) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>Is there such a thing as fate or destiny? What does the story teach about the importance of forgiveness now?</p>	<p>Learn about jazz greats of the Depression era. Understand the impact of the Depression upon families, music, and society.</p>	<p>Question worksheets Class discussions Hotseat characters AR test</p>	<p>Is it ever right to deny forgiveness to someone for a perceived wrong?</p>
LIT-Chasing Lincoln's Killer	<p>RI.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.6(A) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7(A) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>		<p>How could an individual believe that assassinating the President would be a heroic deed? How was Lincoln's leadership essential during and after the Civil War? How was history changed by Lincoln's assassination?</p>	<p>Explain the historical context of the Civil War and its closing days. Describe the conspirators and their parts in the assassination plot. Describe the impact of Lincoln's death upon his family and the nation. Describe the difference between a fiction and</p>	<p>Question worksheets Class discussion AR test</p>	<p>Know the historical context of Lincoln's faith. How would the faith of individual citizens help them to get through the crisis of the assassination?</p>

Curriculum Map - English Language Arts - 6 ELA - Novel Studies

	<p>RI.6.10(A) By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.4(I) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>			<p>nonfiction book about the Lincoln assassination.</p>	
LIT-A Wrinkle in Time	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3(A) 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>RL.6.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5(A) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7(A) Compare and contrast the experience of reading a story, drama, or poem 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>RL.6.9(A) 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>When faced with daunting situations, what can help one to get through them? What is the value of love and family?</p>	<p>Explain the elements of fantasy in the book. Explain the elements of reality in the book.</p>	<p>Question sheets Classroom discussion Hotseat characters AR test</p> <p>The author is supposed to be a Christian. Do you see any elements of this in the book? Are there concerns with the author seeming to equate non-Christian philosophies with those of Jesus?</p>
LIT-Cracker	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3(A) Describe how a particular story's or</p>		<p>How did the Vietnam War affect our country? What part did war dogs play during the Vietnam War?</p>	<p>Explain the social and political environment in the U.S. during the Vietnam War. Explain how Vietnam vets were received after their service. Explain how trained dogs were used in combat and what happened to them</p>	<p>Question worksheets Classroom discussion AR test</p> <p>Is war ever justified? What does the Bible have to say about war? How can we help war vets?</p>

Curriculum Map - English Language Arts - 6 ELA - Novel Studies

	<p>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>RL.6.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5(A) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7(A) Compare and contrast the experience of reading a story, drama, or poem 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>after their service.</p>		
<p>LIT-The Watsons Go to Birmingham</p>	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3(A) 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>RL.6.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5(A) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7(A) Compare and contrast the experience of reading a story, drama, or poem 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>RL.6.10(A) By the end of the year, read and comprehend literature, including stories,</p>		<p>What were the obstacles faced by African Americans during the 1960s? How did family relationships help African Americans cope with the racism they faced?</p>	<p>Describe similarities and differences in race relations in Flint and Birmingham. Determine the themes of the book. Understand the historical context of events in the book. Describe the family dynamics that help the Watsons cope.</p>	<p>Question worksheets Classroom discussion AR test</p>	<p>Joey attends Sunday School in both Flint and Birmingham. Are there other indications of the family's religious beliefs? What words and behaviors in the book would be inappropriate? Blacks in 1963 were facing many inequalities due to their race. How should Christians view racism? What light does the Bible shed on these issues?</p>

Curriculum Map - English Language Arts - 6 ELA - Novel Studies

	<p>dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>					
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LIT-A Long Way from Chicago	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3(A) 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>RL.6.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5(A) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p>		<p>What does it mean to grow up? How does an author use characterization to drive plot and theme?</p>	<p>Describe the ways in which the author develops the characters. Describe the ways in which episodic literature differs from a traditional plot structure.</p>	<p>Question worksheets, responses, or character observations Classroom discussion Narrative writing: character sketch/episodes Compare/contrast essay: book character vs. someone today (you?) AR test</p>	<p>Is Grandma Dowdel a good role model? Why or why not? sinner/saint</p>