SIXTH GRADE CURRICULUM MAP

English Language Arts
Chandler Unified School District
Standards, Curriculum, and Instruction Defined by the Arizona Department of Education

Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

Instruction refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

Chandler Unified School District (CUSD) Understands

We in CUSD know the Arizona English Language Arts (ELA) Standards and ensure that we use district adopted resources and sound instructional practices to meet their requirements.

- We understand teaching district adopted curriculum resources with fidelity.
- We understand rigor.
- We understand productive struggle.
- We understand text complexity.
- We understand the importance of asking text-dependent questioning and requiring answers/responses that cite text evidence.
- We understand that work in phonemic awareness and phonics supports students to be accurate.
- We understand text types and structures.
- We understand Language requirements.
- We understand Reading and Writing Foundations.
- We understand that Language demands shift and progress throughout the grades.
- We understand that Writing demands shift and progress throughout the grades.
- We understand that reading, writing, speaking, and listening are reciprocal and parallel process that when combined enhance cognition.
- We understand that both the art and science of teaching are imperative to success for all CUSD students.
CUSD’s Comprehensive Core Reading Program

CUSD’s K-6 adopted comprehensive core reading program, Houghton Mifflin Harcourt (HMH) *Journeys*, was designed using current research and evidence-based instructional strategies, experts in English Language Arts, experts in curriculum design, principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Arizona’s ELA Standards. In CUSD we know that a comprehensive core reading program is vital. Asking our teachers to take “a little bit of this and a little bit of that” would be supremely unwise. Crafting together or gathering isolated curriculum resources equals a loss of valuable teacher time and holes in instruction. This equates to students learning “a little bit of this and a little bit of that”.

**Tier 1 Instruction Includes Both Whole and Small Group Instruction**

In contrast, our comprehensive core reading program ensures access for all students in Tier 1 instruction. Tier 1 instruction includes both whole group instruction to ensure universal access to content and practice, and small group lessons to meet the differentiated and data driven needs of all levels of learners in the classroom. Fidelity to the adopted comprehensive core reading program is a must. It is essential that questions, tasks, and activities be designed to ensure that all students are actively engaged in reading. Materials should provide opportunities for students to participate in real, substantive discussions that require them to respond directly to the ideas of their peers. Teachers can begin by asking the kind and level of questions appropriate to the reading and then students should be prompted to ask high-quality questions about what they are reading to one another for further comprehension and analysis. Writing about text is also an effective way to elicit this active engagement. Students should have opportunities to use writing to clarify, examine, and organize their own thinking, so reading materials should provide effective ongoing prompts for students to analyze texts in writing. The goal is to get all students at this level, able to access grade level text. There will be some that have gaps in learning that must be addressed. Diagnostic data is the vehicle to determining the specific gaps that need to be closed. Most likely, the gaps will be phonics based.

**Accuracy and Fluency with the Big Ideas of Reading**

Adopted resources that are aligned to the standards should provide explicit and systematic instruction, and diagnostic assessment support (both district and core program assessments), in concepts of print, phonological awareness, phonics, vocabulary development, comprehension, syntax, and accuracy and fluency with connected text. The program should teach decoding (word attack) skills. The skills should be ordered from simplest to most complex. All aspects of word structure are taught, including phonics, six syllable types (at the appropriate grade levels), patterns, roots, and affixes. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Adopted resources should provide ample opportunities for students to understand and fully learn the spelling/sound patterns necessary — though not sufficient — to become successful readers. This goal is accomplished when students can transfer knowledge of these patterns to words not previously seen or studied. Because students differ widely in how much exposure and practice they need to master foundational skills, materials also need to incorporate high-quality activities for those students who are able to reach facility with less practice.
Adopted resources should teach encoding (spelling) skills. These words are closely coordinated with decoding. The program should specify and teach irregular/sight words in distinct ways for both reading and spelling. The irregular words should be tied directly to the reading materials.

Fluency should be a particular focus of adopted instructional materials. Fluency in the early grades is a function of automaticity in basic skills in speech sound, letter, word, and phrase recognition, as well as knowledge of the meanings of the words that are being read. Materials should include routines and guidance that will remind teachers to monitor the consolidation of skills as students are learning them. Consolidation is usually accomplished through systematic, explicit, and cumulative instruction, sufficient practice to achieve accuracy, and a variety of specific fluency-building techniques supported by research. These include monitored partner reading, choral reading, and repeated readings with text, short timed practice that is slightly challenging to the reader, and involving the student in monitoring progress toward a specific fluency goal.

Differentiation and Scaffolding Provides the Support and Independence Students Need

Instruction for slower or struggling readers is most effective when it addresses all of the critical reading components in an integrated and coordinated manner. Students who need additional assistance, however, must not miss out on essential instruction their classmates are receiving to help them think deeply about texts, participate in thoughtful discussions, and gain knowledge of both words and the world. Far too often, students who have fallen behind are given only less complex text rather than the instruction they need in the foundational skills in reading as well as vocabulary and other supports they need to read at an appropriate level of complexity. Complex text, whether accessed through individual reading or as a group reading activity, is a rich repository of information which all readers learn how to access. Complex text contains more sophisticated academic vocabulary, lends itself to more complex tasks, and is able to support rich dialogue.

Complex text in the adopted resources should be designated for all students in the core instruction. Many students may need careful instruction — including effective scaffolding — to enable them to access text at the level required to learn grade level vocabulary and comprehension strategies. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading or listening to the text; the scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read or listen to the text itself carefully.

Students’ initial exposure to a text should often engage them directly with the text so they can practice independent reading. Students should be asked to glean the information they need from multiple readings of a text, each with a specific purpose. In particular, aligned curriculum resources should explicitly direct students to re-read challenging portions of the text and teachers to return to these portions during read aloud time. Follow-up support should guide readers in the use of appropriate strategies and habits when encountering places in the text where they might struggle, including scaffolding the application of decoding strategies, and pointing students back to the text with teacher support when they are confused or run into vocabulary or other problems.

When necessary, extra textual scaffolding prior to and during the first read should focus on words and concepts that are essential to a basic understanding and that students are not likely to know or be able to determine from context. Supports should be designed to serve a wide range of readers, including English language learners and other students who are especially challenged by the complex text before them. Texts and the discussion questions should be selected and ordered so that they bootstrap onto each other and promote deep thinking and substantive engagement with the text. Care should also be taken that introducing broad themes and questions in advance of reading does not prompt overly general conversations rather than focusing reading on the specifics, drawing evidence from the text, and gleaning meaning from it. In short, activities related to the text should be such that the text itself is the focus of the instruction and children are able to appreciate and get a sense of the selection as a whole.
Significant Grammar and Language Conventions

The Language Standards provide a focus for instruction each year to ensure that students gain adequate mastery of the essential “rules” of standard written and spoken English. They also push students to learn how to approach language as a matter of craft so they can communicate clearly and powerfully. In addition to meeting each year’s grade-specific standards, students are expected to retain and further develop skills and understandings mastered in preceding grades. Thus, the district adopted, aligned, curriculum materials should be used to explicitly and effectively support student mastery of the full range of grammar and conventions as they are applied in increasingly sophisticated contexts. The materials should also address when students should adhere to formal conventions and when they are speaking and writing for a less formal purpose.

Substantive Academic Discussions

In accordance with Arizona Speaking and Listening Standards, teachers need to become comfortable with planning engaging discussions around grade-level topics and texts that students have studied and researched in advance. Speaking and Listening prompts and questions should offer opportunities for students to share preparation, evidence, and research – real, substantive discussions that require students to respond directly to the ideas of their peers. Materials should highlight strengthening students’ listening skills as well as their ability to respond to and challenge their peers with relevant follow-up questions and evidence.

Writing

Students should ideally be given extensive practice with short, focused research projects. Conducting several short research projects in addition to more sustained research efforts will best prepare 3-6 grade students. Enabling students to repeat the research process many times and develop the expertise needed to conduct research independently will only serve them well as they progress through the grade levels. A progression of shorter research projects also encourages students to develop expertise in one area by confronting and analyzing different aspects of the same topic, as well as other texts and source materials on that topic. There should also be focus on students forming opinions and arguments, as well as informative writing. While narrative writing is given prominence in early grades, as students progress through the grades, they are asked to write opinions/arguments in addition to informational reports from sources. Less classroom time should be spent in later grades on personal writing in response to decontextualized prompts that ask students to detail personal experiences or opinions. The balance assessed on the National Assessment of Educational Progress (NAEP), calls for students in grades 3-5 to write opinion 30 percent of the time, write to explain/inform 35 percent of the time, and 35 percent of the time should be narrative writing. In grade 6, NAEP calls for 35 percent of student writing to be arguments, 35 percent to explain/inform, and 30 percent should be narrative. The NAEP balance is a good place to start. Keep in mind that these forms of writing are not strictly independent; for example, opinion/arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts.
Meeting the Needs of the Brain

Guidance and support by the teacher must be adaptable to developmental differences and various learning needs. For example, young children tend to understand concepts in concrete terms and over-generalize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills. Approaches for developmental differences and learning needs of students should include a variety of activities such as structured and unstructured activities; independent and group work, teacher-directed and guided discovery learning, visual and narrative instruction, hands-on activities, and open-ended activities. To support all learners, the materials should be presented with the use of multisensory strategies. All learners benefit from explicit, systematic, multisensory, data-driven, differentiated instruction and practice. The amount of massed and distributed practice varies based on learner needs.

Meeting the Literacy Needs of All Learners

Adopted curriculum materials should allow for flexibility in meeting the needs of a wide range of students. The arms of the core program should stretch to provide support for students that come to class unevenly prepared to read. While the primary purpose of a beginning reading instructional program is to ensure that all students learn how to read, some students will move ahead more quickly and should be able to move on to content at their level once they have demonstrated mastery of the basic, universal access content. The arms of the core program should also stretch to provide support for these students. The adopted materials have content and teachers have methodology that when combined, will most likely “catch” more of those students who otherwise would fall behind and require intervention.
6th Grade Overview
Arizona’s English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature
- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Write summaries of text distinct from personal opinions and judgments
- Analyze elements of literature, including an author’s use of figurative language and how a specific part of a text contributes to its structure
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze characters, setting, plot, and theme in literary work

Reading Standards for Informational
- Read and analyze grade appropriate informational and nonfiction texts
- Cite textual evidence to support analysis and inferences
- Write summaries of text distinct from personal opinions and judgments
- Integrate information gained from a variety of texts to determine different points of view
- Analyze how details build the central idea and purpose of a text
- Determine ideas that are and are not supported by evidence
- Make accurate inferences based on cited evidence found in a text

Writing Standards
- Write argumentative and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Maintain a formal style in argumentative and explanatory writing
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

Speaking and Listening Standards
- Engage in collaborative discussions by using effective and appropriate speaking and listening skills and following specific discussion guidelines
- Prepare and participate in discussions by reading/researching the texts under discussion
- Orally present claims and findings, sequencing ideas and evidence logically with appropriate descriptions, facts, and details
- Interpret information presented orally in diverse media formats, and decipher claims that are supported by evidence from claims that are not
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

Language Standards
- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Apply their knowledge of figurative language and word relationships to determine nuances in word meaning for sixth-grade vocabulary
Sixth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8

For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<th>Unit 1</th>
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<td><strong>Teach During Quarter 1: CUSD Required Text</strong></td>
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<tr>
<td><strong>Text Title:</strong> Eleven <strong>Genre:</strong> Short Story from Journeys, Unit 1, Lesson 1, Resources are located on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Paired Selections</th>
<th>Phonics/Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
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<td>Anchor Text</td>
<td>Literature</td>
<td>Decoding</td>
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<td>Target Skill</td>
<td>Read Aloud</td>
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<td>The School Story</td>
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<td>The VCCV syllable pattern</td>
<td>Accuracy</td>
<td>Understanding characters</td>
<td>Kids in Print</td>
<td>Complete sentences</td>
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<tr>
<td>Genre</td>
<td>Short Story</td>
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<td>Realistic Fiction</td>
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<td>Vocabulary Strategies</td>
<td>Domain-Specific Vocabulary</td>
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<td>Target Strategy</td>
<td>Speaking/Listenting</td>
<td>Writing Mode</td>
<td>▲ On Level Readers</td>
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<tr>
<td>Prefixes, dis-, ex-, inter-, non-</td>
<td>agent, copyright, plagiarism, press release, self-publish</td>
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<td></td>
<td>Question</td>
<td>Reflecting on the story, Inferring, Drawing conclusions</td>
<td>Narrative writing</td>
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<td>Target/Academic Vocabulary</td>
<td>Spelling Words</td>
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<td>Second Read Skills</td>
<td>Speaking and Listening Skill</td>
<td>Writing Form</td>
<td>● Struggling Readers</td>
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<tr>
<td>literary, revisions, manuscript, wry, editorial, muted, maze, publishing, pressuring, disclose</td>
<td>Basic: batch, reject, vanish, sloppy, rhythm, blunder, strict, meadow, recover, cleanse, text, mystery, expand, bluff, promptly, initials, statue, polish, somehow, dreadful</td>
<td>Dialogue, Simile</td>
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<td>Literature discussion</td>
<td>Personal narrative paragraph</td>
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<tr>
<td>Review: swift, tense, modern, grasp, bundle</td>
<td>Challenge: salary, quintet, magnetic, tepid, intact</td>
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<td>♦ English Language Learners</td>
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<td>Just for the Fun of It</td>
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<td>Vocabulary Readers (for all levels)</td>
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<td>So You Want to Work in Publishing</td>
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<tr>
<td>Lesson 2</td>
<td>Paired Selections</td>
<td>Phonics/Decoding</td>
<td>Fluency and Spelling</td>
<td>Comprehension</td>
<td>Speaking and Listening</td>
<td>Grammar and Writing</td>
<td>Leveled Readers for Small Group Differentiation</td>
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<tr>
<td>Anchor Text&lt;br&gt;<em>Knots in My Yo-Yo String</em>&lt;br&gt;<strong>Genre:</strong> Autobiography</td>
<td><strong>Literature</strong>&lt;br&gt;<em>Sporty Poetry</em>&lt;br&gt;<strong>Genre:</strong> Poetry</td>
<td><strong>Decoding</strong>&lt;br&gt;VCV syllable pattern</td>
<td><strong>Fluency</strong>&lt;br&gt;Phrasing Pauses</td>
<td><strong>Target Skill</strong>&lt;br&gt;Author's purpose</td>
<td><strong>Read Aloud</strong>&lt;br&gt;<em>The Assignment</em></td>
<td><strong>Grammar Skill</strong>&lt;br&gt;Kinds of sentences</td>
<td>□ <strong>Advanced Readers</strong>&lt;br&gt;The Life of Emily Pauline Johnson</td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong>&lt;br&gt;Suffixes –er, -or, -ar, -ist, -ion, -ent</td>
<td><strong>Domain-Specific Vocabulary</strong>&lt;br&gt;<em>aerobic, agility, endurance, flexibility, physical fitness</em></td>
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<td>▲ <strong>On Level Readers</strong>&lt;br&gt;Maud and Anne</td>
</tr>
<tr>
<td><strong>Target/ Academic Vocabulary</strong>&lt;br&gt;<em>contested, pursuit, scholastic, grimly, employed, tumult, mentor, culprit, deprived, miraculous</em></td>
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<td>● <strong>Struggling Readers</strong>&lt;br&gt;The Life of Jack London</td>
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<td>♦ <strong>English Language Learners</strong>&lt;br&gt;The Story of Anne and Maud</td>
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<td><strong>Vocabulary Readers</strong>&lt;br&gt;(for all levels)&lt;br&gt;Life in the 1950s</td>
</tr>
</tbody>
</table>
# Sixth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>This Week's Essential Question: How have books changed over time?</th>
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**Teach During Quarter 1: CUSD Required Text**

**Text Title:** Eleven  
**Genre:** Short Story from Journeys, Unit 1, Lesson 1  
Resources are located on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List

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<tr>
<th>Lesson 3</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
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<th>Comprehension and Fluency</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
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</thead>
</table>
| Anchor Text  
The Making of a Book  
Genre: Informational text  
Vocabulary Strategies: Multiple-meaning words  
**Target/Academic Vocabulary:** painstaking, exploded, submitted, negotiations, collaborate, repetitive, appealing, complement, appropriate, impaired  
Portraying Portraits  
Genre: Informational text  
Domain-Specific Vocabulary: best-seller, copyedit, marketing, public domain, publicize | Portraying Portraits  
Genre: Informational text  
Domain-Specific Vocabulary: best-seller, copyedit, marketing, public domain, publicize | Decoding: Stressed and unstressed syllables | Spelling Principle: /ou/, /oo/, /o/, oi/  
**Spelling Words:** Basic: mound, gloomy, caution, annoy, dawdle, counter, haughty, rejoice, devour, thoughtful, flawless, maroon, droop, doubt, bamboo, hoist, oyster, exhausted, scoundrel, boundary  
**Review:** royal, naughty, avoid, announce, cartoon  
**Challenge:** bountiful, aloof, adjourn, tout, turquoise | Target Skill: Sequence of events  
**Target Strategy:** Analyze Evaluate  
**Second Read Skills:** Domain-Specific Vocabulary: Diagrams  
**Fluency:** Intonation | Read Aloud  
To E-Book or Not to E-Book  
**Speaking/Listening:** Evaluating whether the author’s claim is supported and citing text evidence | Grammar Skill: Subjects and predicates  
**Writing Mode:** Narrative writing  
**Writing Form:** Story scene  
**Write About Reading:** Performance task | ▲ Advanced Readers  
Mega tunnels  
▲ On Level Readers  
Skyscraper: Race to the Sky  
✦ Struggling Readers  
The Story of Skateboards  
♦ English Language Learners  
Skyscraper  
Vocabulary Readers (for all levels)  
Lights, Camera, Action! |
### Sixth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

<table>
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<tr>
<th>Unit 1</th>
<th>This Week’s Essential Question: What is the difference between hearing and listening?</th>
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**Teach During Quarter 1: CUSD Required Text**

**Text Title:** Eleven  
**Genre:** Short Story from Journeys, Unit 1, Lesson 1,  
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<th>Lesson 4</th>
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<th>Comprehension and Fluency</th>
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<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Anchor Text**  
*The Aces Phone*  
Genre: Science Fiction  
**Vocabulary Strategies**  
Prefixes de, trans-  
**Target/Academic Vocabulary**  
clamor, torrent, clustered, doleful, swiveled, coaxed, transmissions, accustomed, urgent, void |
| Silent Noise  
Genre: Informational text  
**Domain-Specific Vocabulary**  
body language, frequencies, linguistics, pitch, sonar |
| Decoding  
VCCCV syllable pattern |
| **Spelling Principle**  
Vowel+/r/ Sounds  
**Spelling Words**  
Basic: source, flirt, hurdle, parka, frontier, forward, radar, earnest, afford, urban, discard, smirk, rehearse, mourn, surface, parcel, yearn, fierce, starch, formula  
**Review:** Earth, further, squirm, pardon, perform |
| **Target Skill**  
Story structure  
**Target Strategy**  
Monitor clarify  
**Second Read Skills**  
Alliteration, Style, Tone  
**Fluency**  
Rate |
| **Target Skill**  
Story structure  
**Target Strategy**  
Monitor clarify  
**Second Read Skills**  
Alliteration, Style, Tone  
**Fluency**  
Rate |
| **Read Aloud**  
*An Acorn’s Worth*  
**Speaking/Listening**  
Evaluating whether the author’s claim is supported and providing details  
**Writing Mode**  
Narrative writing  
**Writing Form**  
Plan a fictional narrative  
**Write About Reading**  
Performance task |
| **Grammar Skill**  
Common and proper nouns |
| ▲ **Advanced Readers**  
*Changing the Past* |
| ● **On Level Readers**  
*Swimming Silently* |
| ✦ **Struggling Readers**  
*Saving Planet Earth* |
| ✨ **English Language Learners**  
*The Sea Turtle Family*  
**Vocabulary Readers**  
(for all levels)  
*Your Guide to Pet Care* |
# Sixth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8

_For Reading & Writing in each quarter:_ Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

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<thead>
<tr>
<th>Unit 1</th>
<th>This Week’s Essential Question: How can people communicate through the arts?</th>
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**Teach During Quarter 1: CUSD Required Text**

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**Genre:** Short Story from Journeys, Unit 1, Lesson 1,  
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<tr>
<th>Lesson 5</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Spelling</th>
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<th>Speaking and Listening</th>
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</tr>
</thead>
</table>
| **Anchor Text**  
_The Myers Family_  
_Genre:_ Biography  
_Vocabulary Strategies_  
Reference sources  
_Target / Academic Vocabulary_  
_predominantly, tendency, welfare, credit, aspect, aptly, tension, parallel, innovation, genuinely_  
_Sound Check Genre_  
_Reading’s theater_  
_**Domain-Specific Vocabulary**_  
_aesthetics, abstract, composition, craftsmanship, montage_  
_Decoding_ Homophones  
_Spelling Principle_ Homophones  
_Spelling Words_ Basic: waist, waste, patience, patients, rite, right, write, muscle, mussel, principal, principle, summary, summery, sight, cite, site, stationary, stationery, coward, cowered  
_Review:_ berry, bury, hangar, hanger  
_Challenge:_ barren, baron, burrow, burro, borough  
_Target Skill_ Fact and opinion  
_Target Strategy_ Summarize  
_Second Read Skills_ Author’s purpose, Analyze events  
_Fluency_ Expression  
_Read Aloud_  
_Book...Camera...Action!_  
_Speaking/Listening_ Evaluating whether the author’s claim is supported and providing details  
_Grammar Skill_ Other kinds of nouns  
_Writing Mode_ Narrative writing  
_Writing Form_ Draft, revise, edit, Publish a fictional narrative  
_Write About Reading_ Performance task  
 Advance Readers  
_The Trapp Family Singers_  
_On Level Readers_  
_The Brothers Grimm_  
_Struggling Readers_  
_Ellie and the Steel Drum_  
_English Language Learners_  
_Grimms’ Fairy Tales_  
_Vocabulary Readers_ (for all levels)  
_The Story of the Blues_ |
**Sixth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**

For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th><strong>Unit 2</strong></th>
<th>This Week's Essential Question: How does the media influence how people feel about events?</th>
</tr>
</thead>
</table>

**Teach During Quarter 1: CUSD Required Text**

**Text Title:** Eleven *Genre:* Short Story from Journeys, Unit 1, Lesson 1,
Resources are located on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Spelling</th>
<th>Comprehension And Fluency</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Text</strong>&lt;br&gt;The Boy Who Saved Baseball <em>Genre</em>&lt;br&gt;Realistic fiction</td>
<td></td>
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<tr>
<td><strong>Vocabulary Strategies</strong>&lt;br&gt;Using context</td>
<td></td>
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</tr>
<tr>
<td><strong>Target / Academic Vocabulary</strong>&lt;br&gt;phenomenal, showdown, fundamental, flair, lingering, savor, gloat, berate, reserve, brainwashed</td>
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<tr>
<td><strong>Decoding</strong>&lt;br&gt;Silent consonants in multisyllable words</td>
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<tr>
<td><strong>Spelling Principle</strong>&lt;br&gt;Words with ie or ei</td>
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</tr>
<tr>
<td><strong>Spelling Words Basic:</strong> brief, field, reign, review, fiery, receipt, relieve, concealed, neither, foreign, grief, veil, freight, belief, deceive, yield, beige, perceive, seize, leisure</td>
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<tr>
<td><strong>Target Skill</strong>&lt;br&gt;Theme</td>
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<tr>
<td><strong>Target Strategy</strong>&lt;br&gt;Analyze/Evaluate</td>
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<tr>
<td><strong>Second Read Skills</strong>&lt;br&gt;Metaphor Understanding Characters</td>
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<tr>
<td><strong>Fluency</strong>&lt;br&gt;Adjust rate to purpose</td>
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<tr>
<td><strong>Read Aloud</strong>&lt;br&gt;The Power of Print</td>
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<tr>
<td><strong>Speaking/Listening</strong>&lt;br&gt;Paraphrasing the different perspectives set forth in text</td>
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<tr>
<td><strong>Writing Mode</strong>&lt;br&gt;Argument writing</td>
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<tr>
<td><strong>Writing Form</strong>&lt;br&gt;Response paragraph</td>
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<tr>
<td><strong>Write About Reading</strong>&lt;br&gt;Performance task</td>
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<tr>
<td><strong>Grammar Skill</strong>&lt;br&gt;Kinds of verbs</td>
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<tr>
<td><strong>Advanced Readers</strong>&lt;br&gt;My Father the Clown</td>
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<tr>
<td><strong>On Level Readers</strong>&lt;br&gt;A Winning Combination</td>
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<tr>
<td><strong>Struggling Readers</strong>&lt;br&gt;Go Green</td>
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<tr>
<td><strong>English Language Learners</strong>&lt;br&gt;A Winning Team</td>
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<tr>
<td><strong>Vocabulary Readers</strong>&lt;br&gt;(for all levels) Are You a Team Player?</td>
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</tbody>
</table>
### Sixth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>This Week’s Essential Question: How can math help you solve problems in everyday life?</th>
</tr>
</thead>
</table>

**Teach During Quarter 1: CUSD Required Text**

**Text Title:** Eleven  
**Genre:** Short Story from Journeys, Unit 1, Lesson 1

Resources are located on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List

<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Spelling</th>
<th>Comprehension and Fluency</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Anchor Text**  
*Do Knot Enter*  
Informational Text  
**Genre** Informational text  
**Vocabulary Strategies** Word relationships  
**Target/Academic Vocabulary** observe, raucous, looms, zany, gigantic, impressive, phony, distinguish, intriguing, correspond | **The Knot That is Not**  
Informational text  
**Domain-Specific Vocabulary** classify, dimensional, complexity, quantitative, tabulate | **Decoding**  
Schwa in unstressed syllables  
**Spelling Principle** Final /ar/  
**Spelling Words** Basic: fiber, similar, regular, barrier, superior, grammar, rumor, character, director, acre, consider, junior, senior, solar, scholar, razor, surrender, particular, familiar, laser  
**Review: calendar, weather, mayor, laughter, popular** | **Target Skill**  
Text and graphic features  
**Target Strategy** Summarize  
**Second Read Skills** Text structure, Figurative language | **Read Aloud**  
*Math All Around Us*  
**Speaking/Listening**  
*Literature discussion*  
**Speaking and Listening Skill** Evaluating whether the author’s claim is supported and providing details | **Grammar Skill**  
Verbs and objects  
**Writing Mode**  
Argument writing  
**Writing Form**  
Argument paragraph  
**Write About Reading**  
Performance Task |
| **Advanced Readers**  
Breaking the Code  
**On Level Readers** Unbelievable  
**Struggling Readers** Tied Up in Knots  
**English Language Learners** Mobius Strips, Fractals, and Optical Illusions  
**Vocabulary Readers** (for all levels) Maya Math |
**Sixth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

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<tr>
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<th>Spelling</th>
<th>Comprehension and Fluency</th>
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<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Text</strong></td>
<td>Science Friction</td>
<td>Science Growing Mold</td>
<td>Decoding Common final syllables</td>
<td>Spelling Principle Final /an/, /al/, and /ar/</td>
<td>Target Skill Conclusions and generalizations</td>
<td>Read Aloud <em>The Family Fridge</em></td>
<td>Grammar Skill Coordinating conjunctions</td>
</tr>
<tr>
<td><strong>Genre</strong></td>
<td>Realistic fiction</td>
<td>Informational text</td>
<td></td>
<td>Spelling Words Basic: triangle, mental, error, panel, litter, pollen, gallon, cancel, abandon, rival, soldier, recycle, salmon, counsel, rural, vehicle, citizen, monitor, physical, oxygen</td>
<td>Target Strategy Infer/Predict</td>
<td><em>Speaking/Listening</em> Posing questions about the story</td>
<td>Writing Mode Argument writing</td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Latin roots and affixes</td>
<td>Domain-Specific Vocabulary bacteria, elements, organic, pressure, spore</td>
<td></td>
<td>Spelling Words</td>
<td>Second Read Skills</td>
<td>Connotation and denotation, Character’s motivations</td>
<td></td>
</tr>
<tr>
<td><strong>Target / Academic Vocabulary</strong></td>
<td>detached, principle, decomposition, specimens, reluctant, elegant, equations, complex, compromise, shriveled</td>
<td>Deciding</td>
<td></td>
<td>Spelling</td>
<td>Flueney</td>
<td>Phrasing punctuation</td>
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<tr>
<td><strong>Vocabulary Readers</strong></td>
<td>(for all levels)</td>
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<tr>
<td><strong>Advanced Readers</strong></td>
<td>Reunion in the Sky</td>
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<tr>
<td><strong>On Level Readers</strong></td>
<td>Her Name is Amira</td>
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<tr>
<td><strong>Struggling Readers</strong></td>
<td>Anna's Beetle Surprise</td>
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<tr>
<td><strong>English Language Learners</strong></td>
<td>A Girl Named Amira</td>
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<tr>
<td><strong>Vocabulary Readers</strong></td>
<td>(for all levels)</td>
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<td><strong>The Hidden World of Mold</strong></td>
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</tbody>
</table>
### Sixth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15

For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>This Week’s Essential Question: What can cause people to change how they feel about one another?</th>
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</thead>
</table>

**Teach During Quarter 2: CUSD Required Text**

- **Text Title:** Team Moon  Genre: Non-Fiction

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<thead>
<tr>
<th>Lesson 9</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Spelling</th>
<th>Comprehension and Fluency</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>

**Anchor Text**

- **Kensuke’s Kingdom**
  - **Genre:** Realistic fiction

**Vocabulary Strategies**

- **Domain-Specific Vocabulary Words:**
  - biosphere,
  - cones,
  - observation,
  - ecosystem,
  - predator,
  - restoration

- **Target / Academic Vocabulary Words:**
  - venture, defy, consequences, permeated, poised, rigid, rudimentary, sparsely, array, immaculately

- **Spelling Principle:** Words with -ed or -ing
- **Spelling Words Basic:** happening, limited, forgetting, equaled, fitting, reasoning, labored, permitting, scrapped, tutoring, admitted, honored, skidding, pardoned, modeling, preferred, scarred, favored, glistening, shuddered
- **Spelling Words Challenge:** omitted, merited, tapered, equipped, recurring

- **Target Skill:** Cause and effect
  - **Target Strategy:** Visualize

- **Fluency:** Accuracy

- **Grammar Skill:** Subordinating conjunctions
  - **Writing Mode:** Argument writing
  - **Writing Form:** Plan an argument

- **Writing About Reading:** Performance task

- **Advanced Readers**
  - A Way Home

- **On Level Readers**
  - Searching for My Father

- **Struggling Readers**
  - We Trust Gabriella

- **English Language Learners**
  - My Search for My Father

- **Vocabulary Readers (for all levels)**
  - The Maori of New Zealand
## Sixth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

### Unit 2

This Week's Essential Question: What kinds of things might two different cultures have in common?

**Teach During Quarter 2:** CUSD Required Text**

Text Title: *Team Moon*  
Genre: Non-Fiction

<table>
<thead>
<tr>
<th>Lesson 10</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Spelling</th>
<th>Comprehension and Fluency</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
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</thead>
<tbody>
<tr>
<td><strong>Anchor Text</strong></td>
<td><strong>Poetry</strong></td>
<td><strong>Exploring Islands</strong></td>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td><strong>Spelling Principle</strong></td>
<td><strong>Target Skill</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Grammar Skill</strong></td>
</tr>
<tr>
<td><em>Children of the Midnight Sun: Young Native Voices of Alaska</em></td>
<td><em>Literary</em></td>
<td><em>ceremony, generation, indigenous, traditional, tribal</em></td>
<td><em>Words with —ed or -ing</em></td>
<td><em>Compare and contrast</em></td>
<td><em>Climate Change Comes to Alaska</em></td>
<td><em>Longer sentences</em></td>
<td><em>The Gee’s Bend Quilts</em></td>
</tr>
<tr>
<td><strong>Genre</strong></td>
<td><strong>Genre</strong></td>
<td><strong>Literary nonfiction</strong></td>
<td><strong>Decoding</strong></td>
<td><strong>Recognizing common suffixes</strong></td>
<td><strong>Target Strategy</strong></td>
<td><strong>Speaking/Listening</strong></td>
<td><strong>Writing Mode</strong></td>
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<tr>
<td><em>Literary</em></td>
<td><em>Non-Fiction</em></td>
<td><em>recognizing common suffixes</em></td>
<td><strong>Spelling Words</strong></td>
<td><em>basic: reserved, unlikely, purposeful, adorable, amazement, gentleness, sparkling, homeless, excitement, mileage, graceful, sincerely, advanced, usable, amusement, entirely, wireless, excluding, scarcely, changeable</em></td>
<td><em>Question</em></td>
<td><em>Evaluating whether the author’s claim is supported, citing details</em></td>
<td><strong>Argument writing</strong></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Synonyms</strong></td>
<td><strong>Fluency</strong></td>
<td><em>Intonation</em></td>
<td><strong>Second Read Skills</strong></td>
<td><strong>Speaking and Listening Skill</strong></td>
<td><strong>Writing Form</strong></td>
<td><strong>Struggling Readers</strong></td>
</tr>
<tr>
<td><em>lore, abundance, lush, teeming, altered, sophisticated, retains, concept, cultural, heritage</em></td>
<td><em>Comparing and contrasting</em></td>
<td><em>Compare poetry</em></td>
<td><strong>Draft, revise, edit, and publish an argument</strong></td>
<td><strong>Write About Reading</strong></td>
<td><strong>Performance task</strong></td>
<td><strong>English Language Learners</strong></td>
<td><strong>Loans for the Poor</strong></td>
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<tr>
<td><strong>Vocabulary Readers</strong></td>
<td><strong>(for all levels) Alaska's Natives</strong></td>
<td><strong>Vocabulary Readers</strong></td>
<td><strong>(for all levels Alaska's Natives)</strong></td>
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</table>


**Teach During Quarter 2:** CUSD Required Text**

**Text Title:** Team Moon  
**Genre:** Non-Fiction

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Paired Selections</th>
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<th>Spelling</th>
<th>Comprehension and Fluency</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Anchor Text**  
*The Great Fire*
*Genre* Literarion non-fiction  
**Vocabulary Strategies** Suffixes –ion, -ation, -ism  
**Target/Academic Vocabulary** stilling, ambled, intense, smolder, ornately, proclaimed, hazards, unrelenting, flared, alleviate |
| **Fire: Friend or Enemy?**  
*Genre* Informational text  
**Domain-Specific Vocabulary** combustible, flammable, ignite, precaution, volatile |
| **Decoding** Recognizing common word parts |
| **Spelling Principle** Suffixes: -ion or -ation  
**Spelling Words** Basic: correct, correction, explore, exploration, admire, admiration, subtract, subtraction, examine, examination, separate, separations, alter, alteration, preserve, preservation, reflect, reflection, substitute, substitution  
**Review:** confess, confession, contribute, contribution  
**Challenge:** irrate, irritation, coordinate, coordination |
| **Target Skill** Sequence of events  
**Target Strategy** Summarize  
**Second Read Skills** Figurative language, Arguments and claims |
| **Fluency** Phrasing pauses  
**Reading/Listening** Citing details to support an evaluation of the main character |
| **Writing** Informative writing  
**Writing Form** Procedural essay  
**Write About Reading** Performance task |
| **Read Aloud** A Firefighting Uncle |
| **Grammar Skill** Subject and object pronouns  
**Writing Mode** Informative writing  
**Writing Form** Procedural essay  
**Write About Reading** Performance task |
| **Advanced Readers**  
The San Francisco Earthquake  
**On Level Readers** Pompeii A Vanished City  
**Struggling Readers** The Johnstown Flood  
**English Language Learners** Pompeii Alamy  
**Vocabulary Readers** (for all levels) The Great Molasses Disaster |
### Sixth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>This Week's Essential Question: How do people react to emergencies in different ways?</th>
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</table>
| **Teach During Quarter 2:** CUSD Required Text**  
**Text Title:** Team Moon  
**Genre:** Non-Fiction |

<table>
<thead>
<tr>
<th>Lesson 12</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Spelling</th>
<th>Comprehension and Fluency</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Anchor Text**  
Airborn  
**Genre** Fantasy |
| Riding on Air  
Informational text |
| Decoding Recognizing common prefixes |
| **Spelling**  
**Spelling Principle**  
Prefix: in-, im-, ir-, il- |
| **Spelling Words**  
**Basic:** illegal, indent, imperfect, irregular, inability, imitable, inaudible, impatient, individual, insecure, impolite, illegible, irresistible, impartial, illogical, inappropriate, improper, ineffective, immovable, irrational |
| **Review:** informal, indirect, improve, incomplete, impress |
| **Challenge:** immerse, impartial, illustrious, infer, irrelevant |
| **Target Skill**  
Story Structure |
| **Target Strategy**  
Infer/Predict |
| **Second Read Skills**  
Personification  
Point of View |
| **Fluency**  
Expression |
| **Target Skill**  
An Unexpecte d Adventure  
**Writing Mode**  
Informative Writing  
**Writing Form**  
Classification Essay  
**Write About Reading**  
Performance Task |
| **Read Aloud**  
Using Pronouns Correctly |
| **Grammar Skill**  
Immerse, impartial, illustrious, infer, irrelevant |
| **Vocabulary Strategies**  
Prefixes en-, ad- |
| **Target / Academic Vocabulary**  
jostled, careening, relishing, falter, supple, taut, frail, engulf, frail, undulating |
| **Domain-Specific Vocabulary**  
acceleration, altitude, navigation, velocity, wind currents |
| **Spelling Words**  
**Basic:** illegal, indent, imperfect, irregular, inability, imitable, inaudible, impatient, individual, insecure, impolite, illegible, irresistible, impartial, illogical, inappropriate, improper, ineffective, immovable, irrational |
| **Review:** informal, indirect, improve, incomplete, impress |
| **Challenge:** immerse, impartial, illustrious, infer, irrelevant |
| **Grammar Skill**  
Using Pronouns Correctly |
| **Writing Mode**  
Informative Writing  
**Writing Form**  
Classification Essay  
**Write About Reading**  
Performance Task |
| **Leveled Readers for Small Group Differentiation** |
| **Advanced Readers**  
True North |
| **On Level Readers**  
Bound For Rock  
Bottom |
| **Struggling Readers**  
The Cherry Tree |
| **English Language Learners**  
Inside the Volcano |
| **Vocabulary Readers**  
(for all levels)  
Lighter Than Air |
# Sixth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>This Week's Essential Question: What drives people to explore remote places?</th>
</tr>
</thead>
</table>

**Teach During Quarter 2: CUSD Required Text**

- **Text Title:** Team Moon
- **Genre:** Non-Fiction

<table>
<thead>
<tr>
<th>Lesson 13</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Text</td>
<td>The Pole!</td>
<td>Decoding</td>
<td>Fluency</td>
<td>Target Skill</td>
<td>Read Aloud</td>
<td>Grammar Skill</td>
<td><strong>Advanced Readers</strong></td>
</tr>
<tr>
<td>Onward: A</td>
<td>Memoir</td>
<td>Consonant alterations</td>
<td>Stress</td>
<td>Main idea and details</td>
<td>Discovering the Northwest Passage</td>
<td>Simple and perfect verb tenses</td>
<td>Explorer of the Gobi</td>
</tr>
<tr>
<td>Photobiography of</td>
<td>Domain-Specific</td>
<td>Spelling Principle</td>
<td>More words with -ion</td>
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<tr>
<td>African-American</td>
<td>Vocabulary</td>
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<tr>
<td>Polar Explorer</td>
<td>cartography, compass, frontier, sextant, territories</td>
<td>Spelling Words Basic:</td>
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<tr>
<td>Matthew Henson</td>
<td></td>
<td>circulate, circulation, conclude, conclusion, instruct, instruction, possess, possession, introduce, introduction, except, exception, discuss, discussion, collide, collision, oppose, opposition, estimate, estimation</td>
<td><strong>Second Read Skills</strong></td>
<td>Connotation Domain-specific vocabulary</td>
<td><strong>Speaking and Listening Skill</strong></td>
<td>Informative writing</td>
<td><strong>On Level Readers</strong></td>
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<tr>
<td>Genre</td>
<td>Biography</td>
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<td></td>
<td>Louise Arner Boyd and Glaciers</td>
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<tr>
<td>Vocabulary</td>
<td><strong>Target / Academic Vocabulary</strong></td>
<td>Review:</td>
<td></td>
<td></td>
<td><strong>Speaking and Listening</strong></td>
<td>Definition essay</td>
<td><strong>Struggling Readers</strong></td>
</tr>
<tr>
<td>Strategies</td>
<td>sacrificed, frigid, equivalent, participants, durable, expanse, deduced, affirmed, culmination, prime</td>
<td>educate, education, elect, election</td>
<td></td>
<td>: detect, detection, procrastinate, procrastination</td>
<td>Give a speech</td>
<td>Sylvia Earle and the Deep Ocean</td>
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<td></td>
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<td>Challenge:</td>
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<td></td>
<td><strong>English Language Learners</strong></td>
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<tr>
<td></td>
<td></td>
<td>detect, detection, procrastinate, procrastination</td>
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<td>Explorer of Glaciers</td>
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<td><strong>Vocabulary Readers</strong></td>
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<td>Life in the Arctic</td>
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</tbody>
</table>
# Sixth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>This Week's Essential Question: What can people do to help their communities?</th>
</tr>
</thead>
</table>

**Teach During Quarter 2:** CUSD Required Text**

**Text Title:** Team Moon  **Genre:** Non-Fiction

<table>
<thead>
<tr>
<th>Lesson 14</th>
<th>Paired Selections</th>
<th>Phonics/Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Text</strong></td>
<td>Any Small Goodness</td>
<td><strong>Genre</strong></td>
<td>Realistic Fiction</td>
<td><strong>Decoding</strong> Prefixes and word roots</td>
<td><strong>Fluency</strong> Accuracy</td>
<td><strong>Target Skill</strong> Theme</td>
<td><strong>Read Aloud</strong> Coach Dad</td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Word relationships</td>
<td><strong>Spelling Principle</strong></td>
<td><em>Word Parts: com-, con-</em></td>
<td><strong>Spelling Words</strong></td>
<td><strong>Target Strategy</strong> Visualize</td>
<td><strong>Speaking/Listening</strong> Ask and answer questions</td>
<td><strong>Writing Mode</strong> Informative writing</td>
</tr>
<tr>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td>volunteerism, civic, pride, citizen, patriot, social work</td>
<td><strong>Spelling Words</strong></td>
<td>Basic: contrast, contact, compound, concentrate, combine, comment, conference, compete, community, convert, conversation, commute, constitution, conduct, consumer, continent, composition, communicate, compliment, condition</td>
<td><strong>Second Read Skills</strong> Hyperbole, Author’s word choice</td>
<td><strong>Speaking and Listening Skill</strong> Participate in debate</td>
<td><strong>Writing Form</strong> Plan an informational essay</td>
<td></td>
</tr>
<tr>
<td><strong>Target/Academic Vocabulary</strong></td>
<td>veered, anonymous, bland, motive, reception, understatement, emulate, aim, fanatic</td>
<td><strong>Review:</strong> combat, commotion, complex, contain, connect</td>
<td>Challenge: confidential, commission, compatible, combustion, comprehension</td>
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<td><strong>Write About Reading</strong> Performance task</td>
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<td><strong>Advanced Readers</strong> Follow the Leader</td>
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<td><strong>On Level Readers</strong> Leader of the Pack</td>
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<td><strong>Struggling Readers</strong> Play of the Day!</td>
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<td><strong>English Language Learners</strong> Dog Control</td>
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<td><strong>Vocabulary Readers (for all levels)</strong> Foods of Mexico</td>
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</tr>
</tbody>
</table>
### Sixth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15

For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>This Week’s Essential Question: How has technology helped people learn about earth and space?</th>
</tr>
</thead>
</table>

**Teach During Quarter 2: CUSD Required Text**

**Text Title:** Team Moon  **Genre:** Non-Fiction

<table>
<thead>
<tr>
<th>Lesson 15</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Text</strong></td>
<td><strong>Literature</strong> Team Moon: How 400,000 People Landed Apollo 11 on the Moon <strong>Genre</strong> Literary nonfiction</td>
<td><strong>Domain-Specific Vocabulary</strong> atmosphere, booster, rocket, orbit, payload, satellite</td>
<td><strong>Decoding</strong> Common Final Syllables –ise, -ize, -ive, -age</td>
<td><strong>Fluency</strong> Intonation</td>
<td><strong>Target Skill</strong> Text and graphic features</td>
<td><strong>Grammar Skill</strong> Subject-Verb agreement</td>
<td><strong>Advanced Readers</strong> Meteors, Comets, and Asteroids</td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Reference sources</strong></td>
<td><strong>Spelling Principle</strong> /iz/, /iv/, /ij/</td>
<td><strong>Spelling Words</strong> Basic: revise, advantage, memorize, active, organize, criticize, shortage, advertise, attractive, college, explosive, exercise, encourage, summarize, wreckage, recognize, positive, percentage, sensitive, heritage</td>
<td><strong>Target Strategy</strong> Analyze/Evaluate</td>
<td><strong>Read Aloud</strong> Moon Machines</td>
<td><strong>Writing Mode</strong> Informative writing</td>
<td><strong>On Level Readers</strong> Life on a Space Station</td>
</tr>
<tr>
<td><strong>Target/Academic Vocabulary</strong> lunar, hovering, ascent, likelihood, impending, perilous, option, presumably, unpredictability, random</td>
<td><strong>Review:</strong> storage, relative, average, language, televising</td>
<td><strong>Second Read Skills</strong> Domain-specific vocabulary Style and tone</td>
<td><strong>Speaking/Listening</strong> Paraphrasing key details</td>
<td><strong>Speaking and Listening Skill</strong> Compare presentations</td>
<td><strong>Writing Form</strong> Plan an informational essay (prewrite)</td>
<td><strong>Struggling Readers</strong> The Future of NASA</td>
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<td><strong>Write About Reading</strong> Performance task</td>
<td><strong>English Language Learners</strong> Living in Space</td>
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<td><strong>Vocabulary Readers</strong> (for all levels) Who Can Be an Astronaut?</td>
</tr>
<tr>
<td>Lesson 16</td>
<td>Paired Selections</td>
<td>Phonics/Decoding</td>
<td>Fluency and Spelling</td>
<td>Comprehension</td>
<td>Speaking and Listening</td>
<td>Grammar and Writing</td>
<td>Leveled Readers for Small Group Differentiation</td>
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<tr>
<td>Anchor Text</td>
<td>Poems That Boast Poetry</td>
<td>Decoding: Comparing related words</td>
<td>Fluency: Phrasing punctuation</td>
<td>Target Skill: Compare and contrast</td>
<td>Read Aloud: Viking Goddess: The Legend of Freya</td>
<td>Grammar Skill: Principal parts of verbs</td>
<td>Advanced Readers: India's Amazing Geography</td>
</tr>
<tr>
<td>Genre: Informational text</td>
<td>Spelling Principle: Suffixes: -ent, -ant</td>
<td>Spelling Words: Basic: confident, confidence, frequent, frequency,</td>
<td>Target Strategy: Summarize</td>
<td>Speaking/Listening: Citing text evidence to support an evaluation of the main idea</td>
<td>Writing Mode: Informative writing</td>
<td>On Level Readers: India's Monsoons</td>
<td></td>
</tr>
<tr>
<td>Domain-Specific Vocabulary: colonies, foragers, invasion, navigation, tale</td>
<td>Second Read Skills: Author’s purpose, main ideas, details</td>
<td>Challenge: inconvenient, inconvenience, buoyant, buoyancy</td>
<td>Second Read Skills: Author’s purpose, main ideas, details</td>
<td>Speaking and Listening Skill: Compare stories</td>
<td>Writing Form: Compare-Contrast essay</td>
<td>Struggling Readers: From Raider to Peacemaker</td>
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</tr>
<tr>
<td>Vocabulary Strategies: Greek roots</td>
<td>Vocabulary: majestic, ruthless, ancestral, saga, destiny, recreational, artistry, unearthed, forge, embodied</td>
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<td>English Language Learners: Monsoons of India</td>
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<td></td>
<td>Vocabulary Readers (for all levels): The Viking Longship</td>
<td></td>
</tr>
</tbody>
</table>
# Sixth Grade ELA Curriculum Map—Quarter 3, Lessons 16-22

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>This Week’s Essential Question: How can people use clues to learn about ancient cultures?</th>
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</thead>
</table>

**Teach Sometime During Quarter 3: CUSD Required Text**

**Text Title:** *A Wrinkle in Time*  
**Genre:** Literature

Resources are located in Unit 4 TE and on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List

**Read Aloud: Esperanza Rising**  
Resources are located in Unit 6 TE

<table>
<thead>
<tr>
<th>Lesson 17</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Anchor Text**  
*The Emperor’s Silent Army*  
Genre: Informational text  
**Vocabulary Strategies**  
Word families (includes Greek and Latin roots)  
**Target /Academic Vocabulary**  
archaeologists, dignified, mythical, precede, elaborate, replicas, temperaments, distinct, lustrous, excavate |
| **Ancient China: Visual Arts**  
Genre: Informational text  
**Domain-Specific Vocabulary**  
afterlife, artifact, dynasty, unearth, legacy |
| **Decoding**  
More common suffixes  
**Spelling Principle**  
Suffixes: -able/-ible, -ate  
**Spelling Words**  
Basic: visible, enjoyable, celebrate, incredible, horrible, desperate, cooperate, valuable, appreciate, considerate, audible, delicate, washable, graduate, capable miserable, sensible, fortunate, noticeable, responsible  
**Review:** terrible, portable, possible, dictate, honorable  
**Challenge:** evacuate, irritable, exaggerate, improbable, elaborate |
| **Fluency**  
Accuracy  
**Target Skill**  
Fact and opinion  
**Target Strategy**  
Question  
**Second Read Skills**  
Figurative language text structure |
| **Read Aloud**  
*Qin’s Brain: The Man Behind the Emperor*  
**Speaking and Listening**  
Discussing the relationships between the characters; cite text evidence  
**Writing Mode**  
Informative writing  
**Writing Form**  
Problem-Solution essay  
**Write About Reading**  
Performance task |
| **Grammar Skill**  
More kinds of pronouns |
| **Advanced Readers**  
Innovations from Ancient China |
| **On Level Readers**  
Confucius, Teacher for a Troubled Time |
| **Struggling Readers**  
The Silk Road |
| **English Language Learners**  
A Teacher Named Confucius |
| **Vocabulary Readers** (for all levels)  
The First Emperor |
### Sixth Grade ELA Curriculum Map—Quarter 3, Lessons 16-22

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

<table>
<thead>
<tr>
<th>Unit</th>
<th>This Week's Essential Question: What is special about characters in myths?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Teach Sometime During Quarter 3:</strong> CUSD Required Text**&lt;br&gt;&lt;br&gt;<strong>Text Title:</strong> <em>A Wrinkle in Time</em>  <strong>Genre:</strong> Literature&lt;br&gt;&lt;br&gt;Resources are located in Unit 4 TE and on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List&lt;br&gt;&lt;br&gt;<strong>Read Aloud:</strong> <em>Esperanza Rising</em>  <strong>Resources</strong> are located in Unit 6 TE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 18</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Text</strong>&lt;br&gt;<em>The Hero and the Minotaur</em>&lt;br&gt;<em>Genre:</em> Myth</td>
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<tr>
<td><strong>Vocabulary Strategies</strong>&lt;br&gt;Suffixes -ful, -less, -ly, -ness, -ment, -ship</td>
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<tr>
<td><strong>Target/Academic Vocabulary</strong>&lt;br&gt;steadfast, somber, labyrinth, rash, unravels, fury, bitterly, massive, embrace, abandon</td>
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<tr>
<td><strong>Decoding</strong>&lt;br&gt;The /sh/ and /zh/ in final syllables</td>
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<tr>
<td><strong>Fluency</strong>&lt;br&gt;Expression</td>
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<tr>
<td><strong>Spelling Principle</strong>&lt;br&gt;Spelling /sh/</td>
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<tr>
<td><strong>Spelling Words</strong>&lt;br&gt;Basic: section, shallow, direction, musician, rash, position, astonishing, pressure, attention, impression, crucial, official, emotion, bashful, delicious, establish, ancient, situation, suspicion, permission</td>
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<tr>
<td><strong>Review:</strong> nation, expression, connection, ashamed, imitation</td>
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<td><strong>Challenge:</strong> diminish, beneficial, efficient, potential, compassion</td>
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<tr>
<td><strong>Target Skill</strong>&lt;br&gt;Story structure</td>
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<td><strong>Target Strategy</strong>&lt;br&gt;Infer/Predict</td>
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<tr>
<td><strong>Second Read Skills</strong>&lt;br&gt;Analyze setting Author's word choice</td>
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<tr>
<td><strong>Read Aloud</strong>&lt;br&gt;<em>The Flight of Icarus</em></td>
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<tr>
<td><strong>Speaking/Language Skills</strong>&lt;br&gt;Discuss main characters' traits</td>
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<tr>
<td><strong>Speaking and Listening Skill</strong>&lt;br&gt;Tell a Pourquoi tale</td>
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<td><strong>Writing Mode</strong>&lt;br&gt;Informative writing</td>
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<td><strong>Writing Form</strong>&lt;br&gt;Cause-Effect essay</td>
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<td><strong>Write About Reading</strong>&lt;br&gt;Performance task</td>
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<td><strong>Grammar Skill</strong>&lt;br&gt;Adjectives and adverbs</td>
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<td><strong>Advanced Readers</strong>&lt;br&gt;<em>Tales from the Odyssey</em></td>
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<td><strong>On Level Readers</strong>&lt;br&gt;<em>The Fate of Achilles</em></td>
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<td><strong>Struggling Readers</strong>&lt;br&gt;<em>Tales of Hercules</em></td>
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<td><strong>English Language Learners</strong>&lt;br&gt;<em>Proud Achilles</em></td>
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<tr>
<td><strong>Vocabulary Readers (for all levels)</strong>&lt;br&gt;Athena</td>
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</tbody>
</table>
### Sixth Grade ELA Curriculum Map—Quarter 3, Lessons 16-22

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>This Week's Essential Question: What was life like in ancient Egypt?</th>
</tr>
</thead>
</table>

**Teach Sometime During Quarter 3: CUSD Required Text**

**Text Title: A Wrinkle in Time**  
**Genre: Literature**

Resources are located in Unit 4 TE and on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List

**Read Aloud: Esperanza Rising**  
Resources are located in Unit 6 TE

<table>
<thead>
<tr>
<th>Lesson 19</th>
<th>Paired Selections</th>
<th>Phonics/Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Anchor Text** | **Kush**  
*The Princess Who Became a King*  
Genre: Informational text | **Decoding** | **Fluency** | **Target Skill** | **Read Aloud** | **Grammar Skill** | **Leveled Readers** |
| **Genre** | **Informational text** | **W syllable pattern** | **Adjust Rate to Purpose** | **Cause and effect** | *The Scribes of Ancient Egypt* | **Punctuation** | **Mysteries of the Phoenicians** |
| **Domain-Specific Vocabulary** | **delta, hieroglyphics, monarchy, papyrus, sarcophagus** | **Spelling Principle** | **Spelling Words** | **Target Strategy** | **Speaking/Language** | **Informative writing** | **On Level Readers** |
| **Greek roots and affixes** |  | **Plurals** | **Basic: echoes, halves, solos, leaves, heroes, cliffs, scarves, potatoes, pianos, volcanoes, sheriffs, calves, tomatoes, cellos, wolves, ratios, stereotypes, yourselves, studios, bookshelves** | **Monitor/Clarify** | **Discuss main ideas** | **Rulers of Persia** | **Struggling Readers** |
| **Vocabulary Strategies** |  | **Second Read Skills** | **Analyze historical characters** | **Conclusions and generalizations** | **Literature discussion** | **Alexander the Great** | **English Language Learners** |
| **Target/Academic Vocabulary** |  | **Challenge: vetoes, mosquitoes, avocados, wharves, sopranos** |  |  |  | **The Kings of Persia** | **Vocabulary Readers** |
| **fragments, pondered, ceremonial, divine, supportive, erected, mission, prosperity, emerge, depicted** |  |  |  |  |  | (for all levels) | **Life in Ancient Egypt** |
**Sixth Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>This Week’s Essential Question: What do we know today about volcanoes that people in ancient times did not?</th>
</tr>
</thead>
</table>

**Teach Sometime During Quarter 3: CUSD Required Text**

**Text Title:** *A Wrinkle in Time*
**Genre:** Literature

Resources are located in Unit 4 TE and on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List

**Read Aloud:** *Esperanza Rising*    Resources are located in Unit 6 TE

<table>
<thead>
<tr>
<th>Lesson 20</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Text</strong></td>
<td><em>Bodies from the Ash: Life and Death in Ancient Egypt</em></td>
<td><em>Since Vesuvius</em></td>
<td><em>Decoding</em></td>
<td><em>Fluency</em></td>
<td><em>Target Skill</em></td>
<td><em>Read Aloud</em></td>
<td><em>Grammar Skill</em></td>
</tr>
<tr>
<td><strong>Genre</strong></td>
<td>Informational text</td>
<td><em>crust, igneous, rock, landslide, sediment, seismic</em></td>
<td><em>More common prefixes</em></td>
<td><em>Intonation</em></td>
<td><em>Main idea and details</em></td>
<td><em>Vesuvius: Tales from an Eyewitness</em></td>
<td><em>Prepositions; prepositional phrases</em></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Prefixes <em>un-, re-, in-, im-, ir-, il-</em></td>
<td><em>Disobey, explosion, dislike, interview, disapprove, interoffice, internet, disallow, disappear, international, disrespect, exchange, exclaim, dissolve, disconnect, interact, distaste, export, disappont, interstate</em></td>
<td><em>Spelling Principle</em></td>
<td><em>Prefixes: dis-, ex-, inter-</em></td>
<td><em>Spelling Words</em></td>
<td><em>Disrupt, excite, dishonest, disturb, expected</em></td>
<td><em>Writing Mode</em></td>
</tr>
<tr>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td><em>tremors, subjected, dormant, outlying, salvage, unaffected, opulent, meager, luxurious, imprints</em></td>
<td><em>Style and tone</em></td>
<td><em>Target Strategy</em></td>
<td><em>Visualize</em></td>
<td><em>Second Read Skills</em></td>
<td><em>Analyze events</em></td>
<td><em>Writing Form</em></td>
</tr>
</tbody>
</table>

**The Remarkable Romans**

- **Struggling Readers**
  - *Rome is Burning*

- **English Language Learners**
  - *The Ancient Romans*

**Vocabulary Readers (for all levels)**
- *A City Buried in Time*
## Sixth Grade ELA Curriculum Map—Quarter 3, Lessons 16-22

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

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<thead>
<tr>
<th>Lesson 21</th>
<th>Paired Selections</th>
<th>Phonics /Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor Text</strong>&lt;br&gt;All Alone in the Universe&lt;br&gt;Genre: Realistic fiction&lt;br&gt;Vocabulary Strategies&lt;br&gt;Word relationships&lt;br&gt;Target/Academic Vocabulary&lt;br&gt;blurted, spiteful, scrounged, eventually, comprehension, abrupt, exhilaration, oracle, stable, jeopardy</td>
<td>DNA&lt;br&gt;Decoding&lt;br&gt;The Prefixes per-, pre-, pro-&lt;br&gt;Spelling Principle&lt;br&gt;Prefixes: pre-, pro-&lt;br&gt;Spelling Words&lt;br&gt;Basic: prediction, project, prevent, prepaid, prevail, proclaim, prehistoric, prejudge, prepaid, pregame, precaution, preorder, prescreen, preshow, pretreat, prolong, process, protrude, provision, production&lt;br&gt;Review: prefer, prospect, preview, performing, protect&lt;br&gt;Challenge: prologue, proportion, prorate, preseason, prearrange</td>
<td>Fluency&lt;br&gt;Phrasing: punctuation&lt;br&gt;Target Skill&lt;br&gt;Compare and contrast&lt;br&gt;Target Strategy&lt;br&gt;Infer/Predict&lt;br&gt;Second Read Skills&lt;br&gt;Character’s motivations&lt;br&gt;Point of view</td>
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<tr>
<td><strong>Read Aloud:</strong> Esperanza Rising&lt;br&gt;Resources are located in Unit 6 TE</td>
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</tbody>
</table>

**Teach Sometime During Quarter 3: CUSD Required Text**

**Text Title:** A Wrinkle in Time<br>**Genre:** Literature

Resources are located in Unit 4 TE and on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List

**DNA Detectives**<br>Genre: Literary nonfiction<br>Vocabulary advocate, clique, confidante, empathy, networking

**Speaking Words**<br>Basic: prediction, project, prevent, prepaid, prevail, proclaim, prehistoric, prejudge, prepaid, pregame, precaution, preorder, prescreen, preshow, pretreat, prolong, process, protrude, provision, production

**Review:** prefer, prospect, preview, performing, protect

**Challenge:** prologue, proportion, prorate, preseason, prearrange
### Sixth Grade ELA Curriculum Map—Quarter 3, Lessons 16-22

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>This Week's Essential Question: How can trial and error lead to new inventions?</th>
</tr>
</thead>
</table>

**Teach Sometime During Quarter 3: CUSD Required Text**

**Text Title:** *A Wrinkle in Time*  
**Genre:** Literature

Resources are located in Unit 4 TE and on CUSD website, Curriculum—English Language Arts—AZ Standards Reading List

**Read Aloud:** *Esperanza Rising*  
Resources are located in Unit 6 TE

<table>
<thead>
<tr>
<th>Lesson 22</th>
<th>Paired Selections</th>
<th>Phonics/Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Text</td>
<td>Young Pilot Sets Record</td>
<td>Record Genre</td>
<td>Literary nonfiction</td>
<td>Decoding</td>
<td>The prefixes <em>ad-, ob-, af-, ap-, as-</em></td>
<td><strong>Target Skill</strong></td>
<td><strong>Grammar Skill</strong></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td><em>aerodynamic, altitude, entrepreneur, patient, wind currents</em></td>
<td><strong>Spelling Principle</strong></td>
<td>Words with silent letters</td>
<td><strong>Read Aloud</strong></td>
<td><strong>Writing Mode</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Target/Academic Vocabulary</strong></td>
<td><strong>Review:</strong> <em>half, answer, warrant, comb, wrinkle</em></td>
<td><strong>Challenge:</strong> <em>campaign, coup, solemn, yacht, pneumonia</em></td>
<td><strong>Fluency</strong></td>
<td>Stress</td>
<td><strong>Flying Through Time</strong></td>
<td><strong>Argument writing</strong></td>
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<tr>
<td><strong>Decoding</strong></td>
<td><strong>Spelling Words</strong></td>
<td><em>basic:</em> <em>aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry</em></td>
<td><strong>Target Strategy</strong></td>
<td>Monitor/Clarify</td>
<td><strong>Discussion</strong></td>
<td><strong>Problem-Solution essay</strong></td>
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</tr>
<tr>
<td><strong>Spelling Words</strong></td>
<td><strong>Second Read Skills</strong></td>
<td><em>Domain:</em> <em>patient, wind currents</em></td>
<td><strong>Target Skill</strong></td>
<td>Conclusions and generalizations</td>
<td><strong>Speaking/Listening</strong></td>
<td><strong>Write About Reading</strong></td>
<td></td>
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<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Review:</strong> <em>half, answer, warrant, comb, wrinkle</em></td>
<td><strong>Challenge:</strong> <em>campaign, coup, solemn, yacht, pneumonia</em></td>
<td><strong>Fluency</strong></td>
<td>Stress</td>
<td><strong>Laudatory</strong></td>
<td><strong>Performance task</strong></td>
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</tr>
<tr>
<td><strong>Target/Academic Vocabulary</strong></td>
<td><strong>Decoding</strong></td>
<td><em>words:</em> <em>aerodynamic, altitude, entrepreneur, patient, wind currents</em></td>
<td><strong>Spelling Principle</strong></td>
<td>Words with silent letters</td>
<td><strong>Reading</strong></td>
<td><strong>English Language Learners</strong></td>
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<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td><em>aerodynamic, altitude, entrepreneur, patient, wind currents</em></td>
<td><strong>Spelling Words</strong></td>
<td><em>basic:</em> <em>aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry</em></td>
<td><strong>Writing Mode</strong></td>
<td><strong>Galileo</strong></td>
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</tr>
<tr>
<td><strong>Target/Academic Vocabulary</strong></td>
<td><strong>Review:</strong> <em>half, answer, warrant, comb, wrinkle</em></td>
<td><strong>Challenge:</strong> <em>campaign, coup, solemn, yacht, pneumonia</em></td>
<td><strong>Fluency</strong></td>
<td>Stress</td>
<td><strong>Reading</strong></td>
<td><strong>English Language Learners</strong></td>
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<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td><em>aerodynamic, altitude, entrepreneur, patient, wind currents</em></td>
<td><strong>Spelling Words</strong></td>
<td><em>basic:</em> <em>aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry</em></td>
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<td>Stress</td>
<td><strong>Reading</strong></td>
<td><strong>English Language Learners</strong></td>
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<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td><em>aerodynamic, altitude, entrepreneur, patient, wind currents</em></td>
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<td><strong>Target/Academic Vocabulary</strong></td>
<td><strong>Review:</strong> <em>half, answer, warrant, comb, wrinkle</em></td>
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<td><strong>Fluency</strong></td>
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<td><strong>Reading</strong></td>
<td><strong>English Language Learners</strong></td>
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<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td><em>aerodynamic, altitude, entrepreneur, patient, wind currents</em></td>
<td><strong>Spelling Words</strong></td>
<td><em>basic:</em> <em>aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry</em></td>
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<td><strong>Galileo</strong></td>
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<tr>
<td><strong>Target/Academic Vocabulary</strong></td>
<td><strong>Review:</strong> <em>half, answer, warrant, comb, wrinkle</em></td>
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<td><strong>Fluency</strong></td>
<td>Stress</td>
<td><strong>Reading</strong></td>
<td><strong>English Language Learners</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td><strong>Domain-Specific Vocabulary</strong></td>
<td><em>aerodynamic, altitude, entrepreneur, patient, wind currents</em></td>
<td><strong>Spelling Words</strong></td>
<td><em>basic:</em> <em>aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry</em></td>
<td><strong>Writing Mode</strong></td>
<td><strong>Galileo</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Readers**

*The Timekeepers*

**On Level Readers**

*Galileo’s Telescope*

**Struggling Readers**

*Leonardo da Vinci*

**English Language Learners**

*Galileo*

**Vocabulary Readers**

(for all levels) *Before the First Flight*
### Sixth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30

**For Reading & Writing in each quarter:** Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

#### Unit 5

This Week's Essential Question: How did the courageous acts of people in the past affect history?

**Teach Sometime During Quarter 4:** CUSD Required Text

**Text Title:** Brian's Winter  
**Genre:** Literature  
**Resources are located in Unit 6 TE**

**Read Aloud:** Tracking Trash  
**Resources are located in Unit 6 TE**

<table>
<thead>
<tr>
<th>Lesson 23</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Anchor Text**
  *Number the Stars*
  **Genre**
  Historical fiction
| **Book Review:**
  *Number the Stars*
  **Genre**
  Opinion essay
| **Decoding**
  Recognizing more suffixes |
| **Spelling Principle**
  Suffixes -ic, -ure, -ous |
| **Spelling Words**
  Basic: fantastic, culture, curious, nervous, posture, jealous, scientific, generous, signature, dangerous, tragic, gigantic, sculpture, precious, lecture, serious, specific, fracture, passionate, ambitious
  **Review:** panic, future, comic, furniture, frantic
| **Challenge:** symbolic, unanimous, authentic, nutritious, legislature |

- **Target Skill**
  Cause and effect
- **Target Strategy**
  Analyze/Evaluate
- **Second Read Skills**
  Figurative language, Understanding characters
- **Speaking and Listening Skill**
  Give a speech
- **Read Aloud**
  *Denmark: A Nation of Heroes*
- **Writing Mode**
  Argument writing
- **Writing Form**
  Persuasive letter
- **Write About Reading**
  Performance task

**Advanced Readers**

- No More Cotton Blues

**On Level Readers**

- After the Crash

**Struggling Readers**

- Shoeshine Girl

**English Language Learners**

- Thankful for My Family

**Vocabulary Readers (for all levels)**

- Escape from the Nazis
## Sixth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

### Unit 5

This Week's Essential Question: How have people in history worked hard to achieve their goals?

**Teach Sometime During Quarter 4: CUSD Required Text**

**Text Title:** Brian's Winter  
**Genre:** Literature  
**Resources are located in Unit 6 TE**

<table>
<thead>
<tr>
<th>Lesson 24</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| Anchor Text  
Harriet Tubman: Conductor on the Underground Railroad  
Genre: Literary Nonfiction  
Vocabulary Strategies  
Prefixes con-, com-, pre-, pro-  
Target/Academic Vocabulary  
intention, retorted, motioned, inexplicable, legitimate, hoarding, gnarled, destination, inconsolable, guttural | Poetry  
Home of the Brave  
Genre: Poetry  
Domain-Specific Vocabulary  
abolitionist, Confederacy, emancipate, fugitive, segregation | Decoding  
Recognizing common prefixes | Fluency  
Expression | Target Skill  
Author's purpose | Read Aloud  
An Important March  
Writing Mode  
Argument writing  
Writing Form  
Plan an argument | Grammar Skill  
Making comparisons |  
Advanced Readers  
Frederick Douglass: Voice for Freedom  
On Level Readers  
Courage and Caring: The Life of Clara Barton  
Struggling Readers  
Sojourner Truth: Speak Up!  
English Language Learners  
The Life of Clara Barton  
Vocabulary Readers (for all levels)  
Becoming Lincoln: A Biography of the Sixteenth President |
Sixth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30

For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>This Week's Essential Question: How do robots solve problems?</th>
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</thead>
<tbody>
<tr>
<td><strong>Teach Sometime During Quarter 4: CUSD Required Text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Text Title:</strong> Brian's Winter    <strong>Genre:</strong> Literature    <strong>Resources are located in Unit 6 TE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Read Aloud:</strong> Tracking Trash    <strong>Resources are located in Unit 6 TE</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 25</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Text Robotics Genre Informational text</td>
<td>Literature Dr. Sneed's Best Friend Genre Play</td>
<td>Decoding Common word parts</td>
<td>Fluency Accuracy</td>
<td>Target Skill Sequence of events</td>
<td>Speaking and Listening</td>
<td>Grammar Skill Proper mechanics</td>
<td>▲ Advanced Readers Nanotechnology</td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong> Suffixes -able, -ible</td>
<td>Domain-Specific Vocabulary database, diagnostics, encryption, mass production, microchip, reboot</td>
<td>Spelling Principle Word parts</td>
<td>Speaking/Language Skill</td>
<td><strong>Second Read Skills</strong> Domain-specific vocabulary Main ideas and details</td>
<td>Writing Mode Argument Writing</td>
<td>▲ On Level Readers Green Technology</td>
<td></td>
</tr>
<tr>
<td><strong>Target/Academic Vocabulary</strong> inaccessible, literally, interaction, stimulus, uncanny, ultimate, data, sensors, domestic, artificial</td>
<td>Spelling Words Basic: existence, refreshment, convention, intermission, uneventful, perfectly, completion, improvement, information, attendance, reversible, invention, development, respectful, unhappiness, preparation, irrigate, disagreement, unbelievable, concentration</td>
<td>Review: decoration, promotion, comfortable, appointment, reaction</td>
<td>Speaking and Listening Skill Compare and contrast media</td>
<td>Writing Form Draft, revise, edit, and publish an argument</td>
<td>Write About Reading Performance task</td>
<td>♦ Struggling Readers How to Build a Robot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge: acquaintance, prosecution, precision, immeasurable, reputation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ English Language Learners What is Green Technology</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary Readers (for all levels) World of Robots
# Sixth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>This Week's Essential Question: What are some effects of sending objects into space?</th>
</tr>
</thead>
</table>

**Teach Sometime During Quarter 4: CUSD Required Text**

- **Text Title:** *Brian's Winter*  
  **Genre:** Literature  
  **Resources are located in Unit 6 TE**

- **Read Aloud:** *Tracking Trash*  
  **Resources are located in Unit 6 TE**

<table>
<thead>
<tr>
<th>Lesson 26</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Trade Books for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Long Article** | Space Trash  
Genre: Informational Text | Poetry  
*Moon, Satellites*  
**Genre:** Poetry | Decoding  
Spelling patterns in words from other languages | Fluency  
Stress | Target Skill  
Main Idea & Details | Read Aloud  
*Why Explore Space?* | Grammar Skill  
Titles and abbreviations | Below Level Trade Book  
*Esperanza Rising*  
**Genre:** Realistic fiction |
| **Short Article** | How the Milky Way Came to Be: A Cherokee Tale  
**Genre:** Folktale | Vocabulary Strategies  
**Analogies** | Spelling Principle  
Words from other languages | Target Strategy  
Question | Speaking/Listening  
Expressing an opinion about the author’s claim | Writing Mode  
Narrative writing | Writing Form  
Narrative poem | Write About Reading  
Performance task |
| **Vocabulary Strategies** | Review Vocabulary  
*pressuring, employed, miraculous, urgent, void, tendency, tension, innovation, submitted, impaired* | Second Read Skills  
Word Choice | Speaking and Listening Skill  
Compare two folktales |  |  |  |  |  |

- **Grammar and Writing**
- **Trade Books for Small Group Differentiation**
# Sixth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

## Task 1: This Week’s Essential Question
What are some characteristics of extreme climates?

## Task 2: Teach Sometime During Quarter 4: CUSD Required Text
**Text Title**: Brian’s Winter  
**Genre**: Literature  
**Resources are located in Unit 6 TE**

## Task 3: Read Aloud
**Tracking Trash**  
**Resources are located in Unit 6 TE**

## Lesson 27: Paired Selections

<table>
<thead>
<tr>
<th>Long Article</th>
<th>Paired Selections</th>
<th>Phonics / Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Denali Dog Sled Journal**  
Genre: Realistic Fiction | **Twelve Below, Desert Day**  
Genre: Poetry | **Decoding**  
Recognizing word parts | **Fluency**  
Rate | **Target Skill**  
Conclusions and generalizations | **Read Aloud**  
Living in the Far North: Alaska’s Athabaskans | **Grammar Skill**  
More quotations | **Below Level Trade Book**  
Esperanza Rising  
**Genre**: Realistic fiction |
| **A Harsh Land of Beauty**  
Genre: Informational text | **Spelling Principle**  
Greek word parts | **Spelling Words**  
Basic: geography, democracy, microbiology, technology, thermos, automatic, mythology, democratic, thermometer, chronology, automobile, aristocrat, thermal, geology, aristocracy, geometry, anthology, apology, thermostat, psychology  
**Review**: biology, telephone, photograph, biography, autograph  
**Challenge**: archeology, geographic, bureaucracy, etymology, autocrat | **Target Strategy**  
Summarize | **Second Read Skills**  
Simile | **Writing Mode**  
Narrative writing | **Writing Form**  
Field notes |

## Vocabulary Strategies
- Homophones, homographs, and homonyms

## Review Vocabulary
- frigid, savor, reflect, impressive, venture, consequences, sparsely, lore, retains, heritage

## Grammar and Writing
- Basic: geography, democracy, microbiology, technology, thermos, automatic, mythology, democratic, thermometer, chronology, automobile, aristocrat, thermal, geology, aristocracy, geometry, anthology, apology, thermostat, psychology  
- **Review**: biology, telephone, photograph, biography, autograph  
- **Challenge**: archeology, geographic, bureaucracy, etymology, autocrat

## Speaking and Listening
- **Speaking/Listening Skill**  
Discuss key concept  
**Speaking and Listening Skill**  
Analyze and evaluate presentations

## Writing Mode
- **Writing Mode**  
Narrative writing

## Writing Form
- **Writing Form**  
Field notes

## Write About Reading
- **Write About Reading**  
Performance task
### Sixth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30

**For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings**

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<th>Unit 6</th>
<th>This Week's Essential Question: What impacts do insects have on human life?</th>
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</thead>
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**Teach Sometime During Quarter 4: CUSD Required Text**

**Text Title:** Brian's Winter  
**Genre:** Literature  
**Resources are located in Unit 6 TE**

<table>
<thead>
<tr>
<th>Lesson 28</th>
<th>Paired Selections</th>
<th>Phonics/Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Article</strong></td>
<td>Vanishing Act</td>
<td>Bee, I’m Expecting You; Straight Talk</td>
<td>Decoding Recognizing word roots</td>
<td>Fluency Accuracy</td>
<td>Target Skill Understanding characters</td>
<td>Read Aloud Working and Surviving Together</td>
<td>Grammar Skill Commas in sentences</td>
</tr>
<tr>
<td><strong>Genre</strong></td>
<td>Mystery</td>
<td>Poetry</td>
<td><strong>Spelling Principle</strong></td>
<td>Latin roots</td>
<td><strong>Target Strategy</strong> Analyze/Evaluate</td>
<td><strong>Speaking/Listening</strong> Discuss key concept</td>
<td></td>
</tr>
<tr>
<td><strong>Short Article</strong></td>
<td>The Smart Swarm</td>
<td>Informational text</td>
<td><strong>Spelling Words</strong> Basic: prescribe, contract, manufacture, progression, vocal, manual, audience, eject, impose, management, Congress, expose, inject, audition, manuscript, vocabulary, objection, manicure, proposal, extract</td>
<td><strong>Second Read Skills</strong> Point of view</td>
<td><strong>Speaking and Listening Skill</strong> Hold a debate</td>
<td>Writing Mode</td>
<td>Genres</td>
</tr>
<tr>
<td><strong>Genre</strong></td>
<td>Informational text</td>
<td>Poetry</td>
<td><strong>Review Vocabulary</strong> distinguish, unrelenting, tout, frayed, deduced, affirmed, motive, perilous, unpredictability, random</td>
<td><strong>Target Skill</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Grammar and Writing</strong></td>
<td><strong>Below Level Trade Book Esperanza Rising Genre</strong></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td>Words often confused</td>
<td><strong>Spelling Words</strong></td>
<td><strong>Spelling Principle</strong></td>
<td>Latin roots</td>
<td><strong>Target Strategy</strong></td>
<td><strong>Speaking/Listening</strong></td>
<td><strong>Genres</strong></td>
</tr>
<tr>
<td><strong>Review Vocabulary</strong></td>
<td></td>
<td><strong>Second Read Skills</strong></td>
<td><strong>Point of view</strong></td>
<td><strong>Target Skill</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Grammar and Writing</strong></td>
<td><strong>Realistic fiction</strong></td>
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</tbody>
</table>

**Review:** subject, audio, tractor, object, suppose  
**Challenge:** manipulate, protractor, inscription, auditory, advocate
Sixth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30

For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings

Unit 6  This Week’s Essential Question: Why is it important that we respect wild animals?

**Teach Sometime During Quarter 4: CUSD Required Text**

**Text Title:** Brian's Winter  **Genre:** Literature  Resources are located in Unit 6 TE

**Read Aloud:** Tracking Trash  Resources are located in Unit 6 TE

<table>
<thead>
<tr>
<th>Lesson 29</th>
<th>Paired Selections</th>
<th>Phonics/Decoding</th>
<th>Fluency and Spelling</th>
<th>Comprehension</th>
<th>Speaking and Listening</th>
<th>Grammar and Writing</th>
<th>Leveled Readers for Small Group Differentiation</th>
</tr>
</thead>
</table>
| **Long Article**  
Elephants on the Savannah  
**Genre**  
Reader's Theater | The Elephant, Whale  
**Genre**  
Poetry | Decoding Recognizing prefix forms | Fluency Expression | **Target Skill**  
Persuasion | **Read Aloud**  
Animal Sports Stars | Grammar Skill  
More commas | Below Level  
**Trade Book**  
Esperanza Rising  
**Genre**  
Realistic fiction |
| **Short Article**  
A Colossal Catch  
**Genre**  
Informational Text | Vocabulary Strategies  
Greek and Latin word roots | **Spelling Principle**  
Greek and Latin word parts | **Spelling Words**  
Basic: pedal, peddler, pedestrian, pedestal, centipede, dental, dentist, dentures, vocalize, vocalist, vocation, memoir, memorial, tripod, podium, memorable, manager, manifest, mortal, mortified | **Second Read Skills**  
Mood | **Speaking/Listening**  
Reviewing a statement from the text using details | Writing Mode  
Narrative writing | |
| **Vocabulary Strategies**  
Greek and Latin word roots | **Target Academic Vocabulary**  
majestic, destiny, temperaments, fury, massive, embrace, supportive, prosperity, outlying, unaffected | **Monitor/Clarify**  
Second Read | **Target Strategy**  
Monitor/Clarify | **Speaking and Listening Skill**  
Prepare a storyboard | Writing Form  
Personal narrative | |
| **Write About Reading**  
Performance task | | | | | | |
**Sixth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**

*For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*

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<th>This Week's Essential Question: Why do people study severe weather?</th>
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<td><strong>Lesson 30</strong></td>
<td><strong>Paired Selections</strong></td>
</tr>
<tr>
<td><strong>Long Article</strong></td>
<td><strong>Decoding Confusing Words</strong></td>
</tr>
<tr>
<td><strong>Storm Chasers</strong></td>
<td><strong>Confusing Words</strong></td>
</tr>
<tr>
<td><strong>Genre</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Informational text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Short Article</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Whiteout! The Great Blizzard of 1888</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Genre</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Informational text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Strategies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Suffixes – ize, -ify, -ive, -ity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Review Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>eventually, jeopardy, vertical, conditions, subsided, intently, warily, stimulus, data, sensors</td>
<td></td>
</tr>
</tbody>
</table>