My District Curriculum Maps

2023-2024 Grade 6 ELA: Quarter 3: Weeks 23-33: Topics- Ancient/ Sacred Ruins

Last updated: **8/20/2023**

Options

READING

Building Vocabulary and Knowledge of the World:

Determine connotations of words and phrases related to the topic

- Use glossaries, dictionaries, and a thesaurus to build vocabulary knowledge (pronunciation and definitions) of key words in a text

Fluency:

- Read with word accuracy, appropriate rate, and expression
- Re-read to use context for self-correcting and to support understanding of text

Comprehension/Science of Reading Comprehension Strategies:

- **Activate prior knowledge** about the topic of a text based on connections to other texts, knowledge of the world, and personal experiences
- **Ask** (and answer) **questions** about how events, ideas, or concepts are introduced, connected to each other, and developed in informational texts
- **Activate prior knowledge** about the topic of a text based on connections to other texts, knowledge of the world, and personal experiences
- **Ask** and answer **questions** about how specific parts of a text – a sentence, paragraph, or section – contribute to the overall text structure (e.g. show sequence, provide comparison, establish/develop conflict, show a character's trait or motivation, develop setting, develop theme or central idea, establish cause of the effect).
- **Visualize** a story or details in an informational text based on connections to your own life, other texts, or things you know about the topic/theme.
- **Make inferences** to explain how claims in a text are supported by relevant reasons and evidence

Computer Science and Digital Fluency:

- Type using a keyboard with proper form
- Choose and use digital tools to communicate and collaborate with others (eg. shared slides and docs, email)
- Conduct an onine search using multi-criteria to find relevant information about a topic (e.g. search inventors of tecnology for elementary students instead of searching for inventors)
- Use a variety of digital tools to create and revise artifacts (e.g. slideshows, drawings, picture collages, etc. for narrative writing)
- Notice similarities in the features of differerent programs or apps
- Describe how digital informatlon (eg. posts) is permanent and how posted information can affect a person's life, even in the future
- Identify and describe online actions that could be harmful and what to do if these actions are witnessed (e.g. cyberbullying)

READING TEXT SETS

READ ALOUDS AND MEDIA FOR TEXT SETS: in the sequence suggested below

Secrets of the Mummies (Into Reading, Module 9)

Pompeii

- video - CGI Pompeii
- *Bodies form the Ash* (Into Reading, Module 9)

Ancient Mummies

- videos - BrainPOP Mummies
- *Mummy Murder Mystery* (Into Reading, Module 9)

READING PRACTICE TEXTS

STUDENT-READ TEXT OPTIONS FOR TEXT SETS:

Secrets of the Mummies (Into Reading, Module 9)

Pompeii

- Oh No! Volcano (Read Works 870L)
- Pompeii (Read Works – Lexile 700)

Ancient Egypt

- Early Egyptians Made Mummies Too (NewsELA 870 L) - other lexiles available
- Readworks: News Shorts: Tomb Raiders (6th Grade: 980L)
- Do Mummies Belong in Museums (Debate)

PHONICS & WORD RECOGNITION

- Use common Greek and Latin affixes and root words as clues to determine meanings of words in a text

STANDARDS

Reading Foundational Skills Codes: 6L4

WRITING

Writing about Reading:

- Use text evidence to support writing about reading – analysis, reflection, and research
- Gather information from multiple sources, take notes avoiding plagiarism, and organize notes into categories about the research topic

Writing Process:

- Introduce a topic clearly and provide a general focus for the writing
- Organize related information in paragraphs or sections using organizational structures such as definition, cause/effect, comparison, classification (sub-topics/categories)
- Teach about the topic using facts, definitions, quotations,and details•Include illustrations to teach about the topic
- Use specific words and phrases about the topic
- Use linking words and phrases to clarify the relationship between ideas
- Provide a concluding statement or section that explains the significance of the topic

STANDARDS

Writing Codes: 6W2, 6W5, 6W7

Speaking and Listening Codes: 6SL1, 6SL4, 6SL5, 6SL6

Language Codes: 6L1, 6L2

Possible prompt: How can the remains of ancient peoples give us a window into their lives? Use paired texts from Into Reading.

RESOURCES

Anchor Charts

Rubrics

Resources

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONICS & WORD RECOGNITION	WRITING	RESOURCES
	STANDARDS Reading Codes: 6R3, 6R4, 6R5, 6R8, 6R9 Speaking and Listening Codes: 6SL1, 6SL2 Language Codes: 6L4 Computer Science and Digital Fluency Codes: 4-6.DL1-7					
	Building Vocabulary and Knowledge of the World • Build an understanding of the topic by determining central ideas and supporting details/information in diverse texts • Learn about a topic from a speaker and identify claims supporting by evidence and claims lacking evidence Fluency • Read with word accuracy, appropriate rate, and expression • Re-read to use context for self-correcting and to support understanding of text Comprehension/Science of Reading Comprehension Strategies • **Monitor comprehension** by reading to determine the author's claim(s), evidence that supports claims, and claims that lack supporting evidence • **Make inferences** to explain how claims in a text are supported by relevant reasons and evidence Computer Science and Digital Fluency • Type using a keyboard with proper form • Choose and use digital tools to communicate and collaborate with others (eg. shared slides and docs, email) • Conduct an onine search using multi-criteria to find relevant information about a topic (e.g. search inventors of tecnology for elementary students instead of searching for inventors) • Use a variety of digital tools to create and revise artifacts (e.g. slideshows, drawings, picture collages, etc. for narrative writing) • Notice similarities in the features of differerent programs or apps • Describe how digital informatlon (eg. posts) is permanent and how posted information can affect a person's life, even in the future • Identify and describe online actions that could be harmful and what to do if these actions are witnessed (e.g. cyberbullying) **STANDARDS** Reading Codes: 6R3, 6R4, 6R5, 6R8, 6R9	**READ ALOUDS AND MEDIA FOR TEXT SETS:** in the order suggested • 18 year old illegally climbs Giza - video • Archaeologists Excavate 200 More Chinese Terracotta Warriors • What I Learned from Visiting a Historical Site • Cultural Monuments/Protection of Historical Monuments • Stop Visiting These Places You Are Ruining Them • The Importance of Preserving and Promoting Historic Buildings	**STUDENT-READ TEXT OPTIONS FOR TEXT SETS:** • Kids Way Article • Why is it Important to Visit Historical Sites • Why Visit Historical Places	• Use common Greek and Latin affixes and root words as clues to determine meanings of words in a text **STANDARDS** Reading Foundational Skills Codes: 6L4	**Writing about Reading:** • Use text evidence to support writing about reading – analysis, reflection, and research **Argument Writing Prompt:** Ruins are often considered to be revered or sacred places. Should people be allowed to visit revered ruins or should some places be protected from visitors? Use details from **multiple** sources. In your multiparagraph response, be sure to: • one reason to support your claim with reasons and evidence • a second reason to support your claim with reasons and evidence • use details from **multiple** sources **Writing Process:** • Write a clear, precise claim • Acknowledge the counterclaim • Support the claim with organized reasons and evidence using facts and details from multiple sources • Use specific words and phrases about the claim topic • Use transitional words and phrases to clarify the relationship between ideas • Provide a concluding statement or section that addresses the significance of the claim **STANDARDS** Writing Codes: 6W1, 6W5 Speaking and Listening Codes: 6SL1, 6SL4, 6SL5, 6SL6 Language Codes: 6L1, 6L2	Anchor Charts Rubrics Resources

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONICS & WORD RECOGNITION	WRITING	RESOURCES
	Speaking and Listening Codes: 6SL1, 6SL2 Language Codes: 6L4 Computer Science and Digital Fluency Codes: 4-6.DL1-7					