

## Curriculum Map

Name of Teacher : Ismath

Subject :Grade 6 Ela

Month of October ,2019

### Unit/Theme

Myths-Not just Long Ago

### Enduring Understandings

Students will be able to:

1. Study the purposes and elements of mythology.
2. Read Rick Riordan's THE LIGHTNING THIEF with a focus on the archetypal hero's journey and close reading of the many mythical allusions.
3. Closely read several Greek myths, and then work in small groups to build expertise on an additional myth.
4. Will develop their narrative skills as they create their own hero's journey narrative.
5. Will find the key elements of mythology.
6. Infer about the main character in The lightning thief.
7. Use graphic organizer and do short constructed responses.
8. Cite textual evidence to support analysis of what the text explicitly as well as inferences drawn from the text.
9. Understand what a gist means and try to write gists for a given paragraph.
10. Understand new vocabulary words and define them in noun and verb form and make sentences.
11. Make a bookmark keeping the theme kindness in mind as a project for Bully awareness week.
12. Participate in group discussions actively and enjoy group talking based on the reading literature.
13. Use similes and idioms and also incorporate the figurative language in writing to enhance the essay.

### Essential Questions

1. What is a mythology?
2. What according to you is a hero?
3. What is the connection between the lightning thief and Hero's Journey? On- demand extended response...
4. What are the criteria of a myth?
5. How does Percy's experience align with the archetypal hero's Journey?
6. What purpose did mythology serve in ancient Greece?
7. How much of what we do is shaped by our efforts to impress our reject our parents?
8. What troubles does Percy Jackson have in school?
9. What is the relevance of myths in the world in which we live?
10. Why are myths integral to cultures world-wide?
11. What is man's place in the universe?

<p>12. Does fate determine a human’s future?</p> <p>13. What factors inspire an individual to leave behind what is familiar and comfortable to experience what is new or difficult?</p> <p>14. By what standards is an individual judged as heroic?</p> <p>15. How does one evaluate true friendship?</p>
<p><b>Activities</b></p> <p>Bully awareness week- Create a Bookmark project .</p>
<p><b>Assessments</b></p> <p>Formative (Throughout)</p> <p>Writing: Summarize story Narrative writing</p> <p>Reading -35%</p> <p>Writing-35%</p> <p>Work habits-30%</p> <p>Classroom discussions</p>
<p>Summative (End of Year)</p> <p>Quizzes</p> <p>Assignments</p> <p>Research and book reports</p>
<p><b>Time Frame/Month 12 weeks</b></p>
<p><b>Resources/Websites(Primary/Secondary)</b></p> <p><a href="http://www.commoncoreshets.com">www.commoncoreshets.com</a></p> <p>The lightning thief worksheets</p> <p><a href="http://www.engageny.org">www.engageny.org</a></p> <p><a href="http://www.commonlit.org">www.commonlit.org</a></p> <p><a href="http://www.matchfishtanks.com">www.matchfishtanks.com</a></p> <p><a href="http://www.rickriordan.com">www.rickriordan.com</a></p> <p><a href="http://www.theoi.com">www.theoi.com</a></p> <p><a href="http://www.mythweb.com">www.mythweb.com</a></p> <p><a href="http://www.pantheon.org">www.pantheon.org</a></p>
<p><b>Textbook Name (Chapters/Pages)</b></p> <p>The Lightning Thief by Rick Riordan</p> <p>Shrouded In Myths</p> <p>The Hero’s Journey</p>

**Curriculum Map**

Name of Teacher : Ismath

Subject : Gr-6 Ela

Month of November 2019

**Unit/Theme -3**

## Mythology

### Enduring Understandings: Students will be able to

1. Cite text-based evidence that provides the strongest support for my analysis of a literary text. (RL.6.1)
2. Determine a theme based on the details in a literary text. (RL.6.2)
3. Supporting details from images to make predictions about the myth of Cronus.
4. Get the gist of the myth of Cronus.
5. Reflect on the things that close readers do.
6. Make inferences about Percy based on details from the text.
7. Use the details in the text to determine the main ideas of 'Myths and Legends.'
8. Can answer questions about the myth of Cronus using evidence from the text.
9. Can use context clues to determine the meaning of unknown words in the myth of Cronus.
10. Can collaborate with my peers to determine themes in the myth of Cronus.
11. Can explain how a theme in Cronus is connected to a theme in The Lightning Thief.
12. understand The 'journey' as a pattern of human experience which has been captured in mythology and in popular entertainment.
13. Being able to identify elements of the hero's journey and explain the success or failure of a hero helps us to understand who we are as humans.

### Essential Questions:

1. How does a people's myths, fables, legends, and folklore affect their culture?
2. What are common themes throughout different cultures' myths, legends, fables, and folklore?
3. What is the relevance of myths in the world in which we live?
4. Why are myths integral to cultures world-wide?
5. What is man's place in the universe?
6. Does fate determine a human's future?
7. What factors inspire an individual to leave behind what is familiar and comfortable in order to experience what is new or difficult?
8. What do (the Greek) myths have to teach individuals?
9. Why is the study of ancient myths continued in the modern world?
10. How does the knowledge of Greek mythology aid readers to construct meaning from everyday text such as signs, literature, and advertising?
11. Why study the hero's journey?
12. What are the eight steps of the hero's journey?
13. How is the hero's journey similar in ancient myths and popular culture?
14. What qualities do all heroes possess?
15. How does a reader identify the values important to a society when reading a particular epic or story or watching a film?
16. How is the hero's journey similar to our own 'journeys'?

### Activities

- mini-lessons
- guided reading groups
- shared reading
- independent reading
- think aloud
- graphic organizers: facts, compare and contrast

<ul style="list-style-type: none"> <li>· story maps/venn diagrams</li> <li>· posters/anchor charts (classroom listening/sharing</li> <li>· questions and responses</li> <li>· reading conferences</li> <li>· written reports</li> </ul>
<p><b>Assessments</b></p> <p>Formative (Throughout)</p> <ul style="list-style-type: none"> <li>· Representation of figures in Greek mythology ( i.e. chart, family tree, Who’s Who list, Wanted poster, etc.)</li> <li>· Comprehension Questions</li> <li>· Illustrations of concepts/understanding</li> <li>· Oral and written response/summary</li> <li>· Exit tickets</li> <li>· Classroom Observation</li> <li>· Graphic organizers</li> <li>· Conferences</li> <li>· Rubrics</li> </ul> <p>Vocabulary Notebook</p>
<p>Summative (End of Year)</p> <ul style="list-style-type: none"> <li>· Short and/or extended written responses</li> <li>· Creative project (i.e. skit, newspaper, modern day myth, epic poem, wiki page etc.)</li> </ul>
<p><b>Time Frame/Month: 6 weeks</b></p>
<p><b>Resources/Websites(Primary/Secondary)</b></p> <p><a href="http://www.commoncoreshets.com">www.commoncoreshets.com</a> The lightning thief worksheets</p> <p><a href="http://www.engageny.org">www.engageny.org</a></p> <p><a href="http://www.commonlit.org">www.commonlit.org</a></p> <p><a href="http://www.matchfishtanks.com">www.matchfishtanks.com</a></p> <p><a href="http://www.rickriordan.com">www.rickriordan.com</a></p> <p><a href="http://www.theoi.com">www.theoi.com</a></p> <p><a href="http://www.mythweb.com">www.mythweb.com</a></p>
<p><b>Textbook Name (Chapters/Pages): The Lightning Thief by Rick Riordan</b></p>

**Curriculum Map**

Name of Teacher :Ismat

Subject : Gr-6 ELA

Month of December 2019

<b>Unit/Theme</b>
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## Dragon wings

### Enduring Understandings: Students will be

1. involved in a study of how an author develops point of view and how an author's perspective based on his/ her culture.
2. Understand point of view, figurative language and passage connections from dragon wings.
3. able to also read excerpts of Laurence Yep's biography The Lost garden in order to determine how his culture and experiences have shaped his perspective and how his perspective is evident in Dragonwings.
4. doing close reading and be able to learn multiple strategies for acquiring and using academic vocabulary.
5. writing a literary analysis explaining how being brought up in chinese family in san francisco has affected Laurence Yep's perspective of chinese immigrants living in San Francisco.
6. learning individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
7. Focus on Development, Movement, and Interaction of Cultures: Role of diversity within and among cultures. Aspects of culture such as belief systems, religious faith, or political ideas as influences on other parts of a culture such as its institutions or literature, music, and art.
8. Global Connections and Exchange: Past, current, and likely future global interactions and connections. Cultural diffusion, the spread of ideas, beliefs, technology, and goods. Role of technology. Benefits/consequences of global interdependence (social, political, economic). Causes of and patterns of migration of people. Tension between national interests and global priorities.
9. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
10. Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
11. Analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)
12. Analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
13. find gists.
14. determine the meaning of figurative language.
15. analyze how the words affect tone and meaning.
16. explain how a chapter fits into a theme.
17. analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.
18. use context to determine a word or phrase.
19. Develop a perspective or theme supported by relevant details.
20. create a piece of artwork illustrating a scene from Dragonwings that contributes to one of the themes of the novel; "It's hard to fit in when you move to live in another culture".

### Essential Questions

1. How does an author develop the narrator's point of view and perspective?
2. How does an author's culture affect his perspective and how is that perspective communicated through his writing?
3. What does Moon Shadow think about the "Land of the Golden Mountain" and the demons that live there?
4. What does Moon Shadow think about where the Tang people live?
5. What does moon shadow think about his father?
6. What is Moon Shadow's point of view of the demons in this chapter?
7. What is Moon Shadow's point of view of the opium dens?"
8. What was Moon Shadow's point of view of Black Dog after he stole the collection money?"
9. How does Moon Shadow's point of view of his father change in this chapter?
10. In Chapter 6 Moon Shadow meets Miss Whitlaw for the first time. What is Moon Shadow's point of view of Miss Whitlaw in this chapter?
11. Describe how it feels to be a stranger in a strange place?
12. What was the most surprising thing about Dragonwings?
13. What was your reaction to Moon shadow's attitude toward Americans?
14. Why isn't the moon shadows entire family in the united states?
15. What were your thoughts as the relationship between Moon Shadow and his father and the Whitlaws deepened into friendship?
16. What is a soft skin? Why might the dragons king view " soft skin" as being inferior?
17. What trouble does black dog get into? What problems might be behind some of his trouble?
18. In your opinion, why might Laurence Yep have put all English speech in Italic print?
19. Why does moon shadow refer to white people as demons? Do you think Moon shadow will still feel this way after he has spent some time in the united states?
20. What was the pecking order of the company?
21. Who was at the top of the pecking order and what did the others think of him?
22. Where did the members of the company fall in the pecking order?
23. In your life, or in the world around you, where might you find a pecking order?
24. Who or what decides what the pecking order will be?

### Activities

1. **Small group discussions.**
2. **Graphic organizers.**
3. **Active reading.**
4. **Focus activity.**
5. **Comparison between characters :List 5 things.**
6. **Quickwrite.**
7. **Conclusion chart.**

<b>Assessments</b> Formative (Throughout) <ul style="list-style-type: none"> <li>· Comprehension Questions</li> <li>· Illustrations of concepts/understanding</li> <li>· Oral and written response/summary</li> <li>· Exit tickets</li> <li>· Classroom Observation</li> <li>· Graphic organizers</li> <li>· Conferences</li> <li>· Rubrics</li> </ul> Vocabulary Notebook
Summative (End of Year) <ul style="list-style-type: none"> <li>· Short and/or extended written responses</li> <li>· Creative project</li> </ul>
<b>Time Frame/Month: 6 weeks</b>
<b>Resources/Websites(Primary/Secondary)</b> <a href="http://www.dvusd.org">www.dvusd.org</a> <a href="http://www.education.com">www.education.com</a> <a href="http://www.schoolsonwheels.com">www.schoolsonwheels.com</a> <a href="http://www.readworks.org">www.readworks.org</a> Novel_ paper copy <a href="http://www.commoncoresheets.com">www.commoncoresheets.com</a> Dragonwings pdf worksheets
<b>Textbook Name (Chapters/Pages)</b> Dragonwings By Laurence Yep 317 pages

Name of Teacher :lsmath

Subject: Gr-6 : ELA

February

Unit/Theme: Ready book/ booklet state test practice
<b>Enduring Understandings: students will be able to</b> <ul style="list-style-type: none"> <li>● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>

- Determine a theme or central idea of a text and how it is conveyed through particular details.
- Provide a summary of the text distinct from personal opinions or judgements.
- Describe how a particular story's or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Determine the meaning of words and phrases as they are used in a text.
- Include figurative and connotative meanings.
- Analyze the impact of a specific word choice on meaning And tone.
- Analyze how a particular scene , chapter , sentence or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Use intensive pronouns.
- Ensure that pronouns are in the proper case.
- Spell correctly
- Maintain consistency in style and tone.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use context as a clue to the meaning of a word.
- Self-select text based on personal preferences.
- Interpret figures of speech in context.
- Write arguments to support claims with clear reasons and relevant evidences .
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well structured event sequences.
- Produce clear and coherent writing in which the development , style are appropriate to task, purpose and audience.
- Create and present a text or art work in response to literary work.
- Develop a perspective or theme supported by relevant details.
- Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
- Create poetry, stories, plays, and other literary forms.

**Essential Questions:**

- 1. Determine the central idea of a text?**
- 2. Identify how a central idea is conveyed through particular details?**
- 3. Identify two or more central ideas of a text?**
- 4. Explain how the central ideas of a text are supported by key details?**
- 5. What is the central idea of the paragraph? (The unusual Venus Flytrap)**
- 6. What details support this idea?**
  - 7. Which choice best represents what the author wants readers to take away from this text?**
- 8. In the corpse flower , why is the Titan Atkins nickname “the corpse flower “?**
- 9. What is unusual about how the corpse flower grows?**
- 10. What is unusual about the bloom of the corpse flower?**
- 11. Why do people rush to see the corpse flower?**
- 12. What similar idea does the author use to open and close the account?**
- 13. What information about the corpse flower do you learn in paragraph 3?**
- 14. What example does the author include in the text that helps you understand how unique the bloom of the corpse flower is?**
- 15. In what ways do all three passages relate to the theme of extraordinary plants?**
- 16. Based on what you have , what is one conclusion you can draw about scientists interactions with unique plant life ?**
- 17. How does the author introduce the idea that the invasion of life on Hawaii is amazing? 18. What evidence best supports the claim that the story of Hawaii’s invasion of life is special? 19. Why do you think the author chose this word “pioneers”?**
- 20. What inferences can you draw about the invasion of life from this article?**
- 21. What is the article “Food web” mostly about ?**
- 22. How is a food web different from a food chain?**
- 23. How do articles on the lesson “spiders “ relate to the the theme of links in the food chain?**
- 24. What is one fact or idea you learned about food chains from each article in this lesson?**
- 25. How are arachnids and insects similar?**
- 26. How are they different?**
- 27. What facts on the text develop the idea that spiders are a well adapted animal?**

**28. What is the chupacabra?**

**29. Do people agree about what the chupacabra looks like? How do you know?**

**30. What have most animals that were thought to be chupacabras turned out to be ?**

**31. What is one fact from the text that develops the idea that no reliable evidence has been found to show that chupacabras are real?**

**32. How do all the passages in this lesson relate to the theme of mysterious creatures?**

**33. Which creature that you read about seems the most unbelievable to you?**

**34. How is the Lochness monster introduced in “ looking for the Loch Ness monster”?**

**35. What is a cryptic?**

**36. Identify main ideas and supporting details presented in an informational text?**

**37. What information does the author include to elaborate on the history of Atlantis?**

**38. How did El Dorado get it’s name?**

**39. What did Gonzalo Pizarro do when he heard stories about El Dorado?**

**40. When did the explorers search for the lost city of EL Dorado? Cite evidence from the text in your response ?**

#### **Activities**

- **Writing activity**
- **Figurative language**
- **Listening activity**
- **Media activity**

- **Discussion activity**
- **Research activity**

### **Assessments**

#### Formative (Throughout)

##### Comprehension Questions

- Illustrations of concepts/understanding
- Oral and written response/summary
- Exit tickets
- Classroom Observation
- Graphic organizers
- Conferences
- Rubrics

##### Vocabulary Notebook

#### Summative (End of Year)

- State test practices
- Ready book practice tests

### **Time Frame/Month: 21 days**

### **Resources/Websites(Primary/Secondary)**

- **Ready books**
- [www.k5learning.com](http://www.k5learning.com)

- [www.k5reader.com](http://www.k5reader.com)
- [www.scholastic.com](http://www.scholastic.com)
- [www.commoncoreworksheets.com](http://www.commoncoreworksheets.com)

Name of Teacher :lsmath

Subject: Gr-6 : ELA

April

**Unit/Theme : Ready book State test prep.**

- **Citing evidence to make inferences.**
- **Describing plot.**
- **Analyzing character development.**
- **Determining Theme or Central Idea.**
- **Summarizing literary texts.**
- **Determining word meanings: Figurative, connotative and technical.**

**Enduring Understandings**

Students will be able to :

1. Explain how an author develops the point of view of the narrator or speaker in a text.
2. Compare and contrast texts in different forms or genres (e.g stories and poems ; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
3. Compare and contrast the experience of reading a story, drama, or poem.
4. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5. Determine a central idea of a text and how it is conveyed through particular details .
6. Provide a summary of the text distinct from personal opinions or judgements.
7. Analyze in detail how a key individual , event or idea is introduced, illustrated, and elaborated in a text.
8. Determine the meaning of words and phrases as they are used in a text.
9. Include figurative, connotative and technical meanings.
10. Recognize and correct inappropriate shifts in pronoun number and person.
11. Recognize variations and use strategies to improve expression in conventional language.
12. Use capitalization, punctuation, and spelling when writing.
13. Use context as a clue to find the meaning of a word or phrase.
14. Use common affixes and roots as clues to the meaning of a word.
15. Use cause and effect, part/whole, item/category to better understand each of the words.
16. Self-select text based on personal preferences.
17. Use established criteria to classify, select, and evaluate texts to make informed judgements about the quality of the pieces.
18. Use their experience and their knowledge of language and logic, as well as culture , to think analytically, address problems creatively, and advocate persuasively.
19. Introduce a topic , organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect.
20. Include formatting when useful to aiding comprehension.
21. Produce text that explores a variety of cultures and perspectives.
22. Cite specific textual evidence to support analysis of primary and secondary sources.
23. Determine the meaning of words and phrases as they are used in a text.
24. Describe how a text presents information.
25. Distinguish among fact, opinion and reasoned judgement in a text.
26. Analyze the relationship between a primary and secondary source on the same topic.
27. Integrate quantitative or technical information expressed in words in a text.

#### **Essential Questions**

1. How do all the stories in this lesson relate to the theme of passing wisdom down through the ages?
2. What is one fact or idea you learned about wisdom from each story in this lesson?
3. What is the theme of the story? Which details support this theme?
4. How does a young man change as the plot develops and moves toward a resolution?
5. Why did Athena cringe?
6. What is the theme of this story? What details from the story support this idea?
7. How does the scene in lines 32-37 on page 50 contribute to the developing the theme?
8. What does the phrase “in no time” mean in line 15?
9. Write a summary of the story ‘ A sewing sensation’?
10. What context clues help you figure out which meaning is intended?
11. What are homophones ?
12. How do you know from the text “Lost in time” that jamaal and James are frightened and worried after they hear the T-Rex roar?
13. Summarize the play “Lost in time “ in your own words?
14. How do all the stories in this lesson relate to the theme of adventure and conflict?
15. Which story did you like the best? Why?
16. How might the story ‘ from black beauty’ be different if it were told from the point of view of the master?
17. Why did the man at the toll gate run out of the house tossing a torch like a mad man!
18. At the end of the story, why did John give black beauty a good supper and a thick bed of straw?
19. Summarize and use transitioning words to convey the sequence of episodes in the plot?
20. How is this story similar to “ Almas First Cattle Drive”? How is it different ?

#### **Activities**

- **Writing activity**
- **Figurative language**
- **Listening activity**
- **Media activity**

- **Discussion activity**
- **Research activity**

### **Assessments**

Formative (Throughout)

Comprehension Questions

- Illustrations of concepts/understanding
- Oral and written response/summary
- Exit tickets
- Classroom Observation
- Graphic organizers
- Conferences
- Rubrics

Vocabulary Notebook

Summative (End of Year)

- State test practices
- Ready book practice tests

**Time Frame/Month: 21 days**

**Resources/Websites(Primary/Secondary)**

- **Ready books**
- [www.k5learning.com](http://www.k5learning.com)
- [www.k5reader.com](http://www.k5reader.com)
- [www.scholastic.com](http://www.scholastic.com)

- [www.commoncoreworksheets.com](http://www.commoncoreworksheets.com)

**Textbook Name (Chapters/Pages)**

**Ready New York ccls. Pg: 41 to 139**

Name of Teacher :ismath

Subject: Gr-6 : ELA

May-2020

**Unit/Theme : Ready book State test prep.**

- Describing Plot.
- Summarizing literary texts.
- Analyzing text structure.
- Analyzing word choice.
- Analyzing the structure of a poem.
- Analyzing the structure of stories.
- Evaluating an argument.
- Comparing and contrasting the genres.
- Writing an extended – response essay.

**Enduring Understandings**

Students will be able to :

1. Select appropriate words for use when intended meaning is clearly evident.
2. Specify, explain relationships.
3. Summarize, identify central ideas.
4. Explain, generalize, or connect ideas using support evidence (quote, text evidence, example...)
5. Explain how concepts or ideas specifically relate to other content domains or concepts.
6. Use language structure ( pre/suffix) or word problems.
7. Read and comprehend literature, Including stories, dramas and poems.
8. Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
9. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

10. Compare and contrast one author's presentation of events with that of another.
11. Demonstrate command of the conventions of capitalization, punctuation,, and spelling when writing.
12. Verify the preliminary determination of the meaning of the words to better understand each of the words.
13. Distinguish among the connotations of words with similar definitions.
14. Read multiple comprehension passages and answer the questions based on the text.
15. Cite specific textual evidence to support analysis of primary and secondary sources.
16. Describe how a text presents information.
17. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains.
18. Cite textual evidence to support analysis.
19. Read a ballad and answer questions.
20. Analyze how sentences, chapters, or seems fit into the overall structure of a text and contribute to the development of the theme.
21. Identify the claims, reasons, and evidence an author uses to develop an argument.
22. Evaluate an arguments effectiveness by determining whether its specific claims are supported by reasons and evidence from the text.
23. Identify the author's point of view or purpose in a text.
24. Recognize statements and word choices that make clear the text is expressing the author's point of view.
25. Explain how word choice and tone help to reveal an author's perspective and biases.
26. Explain how an author uses reasons and evidence to support particular points in a text.
27. Identify the central idea and topic of a text.
28. Compare and contrast different aspects of nonfiction texts.
29. Identify an author's point of view and purpose for writing.
30. Compare and contrast nonfiction articles on the same topic by two different authors.
31. Analyze an extended response writing prompt.
32. Identify and analyze textual evidence for an informative essay.
33. Organize ideas for an informative essay.
34. Evaluate and revise text for an informative essay.
35. Draw evidence and synthesize ideas from two texts.
36. Write coherently using textual evidence.
37. Understand the steps and process of writing an extended response essay.

### **Essential Questions**

- In "I sit by the fire and think" what does the speaker mean by "when winter comes without a spring that I shall ever see"?
- Summarize the poem in your own words?
- How do all the poems in this lesson relate to the theme of capturing memories?
- Which poem did you like the best? Why?
- Summarize the poem's main events.

- Was Willy Brennan’s fate fair?
- Identify a text theme, setting and a plot?
- In the story from tracker why can’t John stop thinking about his grandfather? Site evidence from the text in your response.
- What is the theme of the story? What details help convey the theme?
- How do all the stories in this lesson relate to the theme of wilderness adventures?
- Which of the adventures you read did you find most exciting? Why?
- In the story ‘ from hatchet”, what does Terry do in Brians dream to help his friend? Cite details from the text.
- When Brian wakes up, what leads him to realize what terry was trying to tell him?
- Write about how Brians feelings change throughout the story.
- Why is Anya angry with her parents at the beginning of the story?
- Do you think Anya wants to return home to Russia at the end of the story? Why or why not?
- How do all the stories in this lesson relate to the theme of culture shock?
- What is one idea you learned about cultures from each passage in this lesson?
- How do all the articles in this lesson relate to the theme of weighing the evidence?
- What is one fact you learned from each article?
- What does the phrase “expanded learning time” mean?
- How do all the texts in this lesson relate to the theme of American icons?
- What is one fact or idea you learned about American icons from each article in this lesson?
- What is the central idea of both articles? How are they different from each other?
- What does the phrase “ just a touch” mean in the article?

#### **Activities**

- **Writing activity**
- **Figurative language**
- **Listening activity**
- **Media activity**
- **Discussion activity**
- **Research activity**

#### **Assessments**

Formative (Throughout)

Comprehension Questions

- Illustrations of concepts/understanding
- Oral and written response/summary
- Exit tickets
- Classroom Observation
- Graphic organizers
- Conferences
- Rubrics

Vocabulary Notebook

Summative (End of Year)

- State test practices
- Ready book practice tests

**Time Frame/Month: 21 days**

**Resources/Websites(Primary/Secondary)**

- Ready books
- [www.k5learning.com](http://www.k5learning.com)
- [www.k5reader.com](http://www.k5reader.com)
- [www.scholastic.com](http://www.scholastic.com)
- [www.commoncoreworksheets.com](http://www.commoncoreworksheets.com)

**Textbook Name (Chapters/Pages)**

**Ready New York ccls. Pg: 141 to 183**

