

Bertha-Hewitt 6th Grade Language Arts Curriculum Alignment

Teacher: Catherine Riewer (Last Update: 6/23/16)
Balanced Literacy/2008 Houghton Mifflin

Standard ID	Standards/Benchmark	Resource	Date Taught	Evidence of Learning
<p style="text-align: center;">Reading & Literature <i>Key Ideas & Details</i> 6.4.1.1</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p style="text-align: center;">Read Aloud On My Honor Joan Bauer Dead Man in Indian Creek Code Talker Joseph Bruchacc Where the Red Fern Grows Wilson Rawls Crash Jerry Spennelli Wonder Out of my Mind Sharon Draper Hoot Carl Hiaasen SO Be It Sarah Weeks Mrs. Frisby and the Rats of NIMH Robert O'Brian Define Normal Weasel Boy in Striped Pajamas</p> <p style="text-align: center;">Class Novels Bridge to Terabithia Katherine Paterson Lion the Witch and the Wardrobe C.S.Lewis Stone Fox R. Gardinar Maniac Magee Jerry Spinelli Abels Island William Steig Pety Ben Mikelson Tuck Everlasting Natalie Babbitt Hatchet Gary Paulsen</p>	<p>Sept.- May</p>	<p>Making predictions based on reader's judgment.</p> <p>Making inferences from the story "Teacher Tamer". Citing evidence to support their analysis.</p> <p>Writing Samples</p> <p>Classroom Discussion</p> <p>Experiments</p> <p>Technological Projects</p> <p>Analysis of picture files to make inferences.</p> <p>Support character profiles based on textual interpretation.</p>
<p style="text-align: center;">6.4.2.2</p>	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p style="text-align: center;">Literature Circle Texts</p> <p style="text-align: center;">Class Novels See list</p> <p style="text-align: center;">Independent</p>	<p>Sept. - May</p>	<p>Snapshot summaries.</p> <p>Choose a theme and support through textual evidence in all</p>

			Reading Books See list Reading/Science/Social Texts		classroom novels Observation
	6.4.3.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Class Novels See list Reading Basal See list	Sept. - May	Observation of classroom discussions Completed Narrative Element Plot Map for an easy book, Lit. Circle book and novel Journaled about Philip's character change throughout <i>The Cay</i> T-P-S
	Reading & Literature <i>Craft & Structure</i> 6.4.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Modeling/Read aloud See list Class Novel See list Reading/Social/Science Texts	Oct. - May	Observation Writing Samples Activities with Multiple Meaning words in <i>The Westing Game</i> Assessments Weigh the Words Strategy
	6.4.5.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Read Aloud See list Class Novels See list Literature Circles	Sept. - May	Student Work Activity of Wheel of Fortune with sentences, phrases, quotes from novels to show significance development of narrative

					<p>elements</p> <p>Identifying/Connecting Narrative Elements to novels</p> <p>Assessments</p>
	6.4.6.6	<p>Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.</p>	<p>Class Novels See list Read Aloud See list</p>	<p>Oct. - May</p>	<p>Analysis of Text</p> <p>Assessments</p> <p>Through the novel students look as points of view from various sides about historical issues.</p> <p>Writing Samples</p>
	<p>Reading & Literature <i>Integration of Knowledge & Ideas</i> 6.4.7.7</p>	<p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p>Class Novels See list Read Aloud See list Social/Science/Reading Texts</p> <p>Videos Lion the Witch Bridge to Terabithia Boy in Striped Pajamas</p>	<p>Oct. - May</p>	<p>Student Work</p> <p>Writing Samples</p> <p>After reading the novels <i>The Cay</i> and <i>Westing Game</i>, students view the video version of the books. They compare and contrast through written and oral responses.</p>
	6.4.9.9	<p>Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and</p>	<p>Language Arts Curriculum</p> <p>Read aloud</p>	<p>Jan. - May</p>	<p>Classroom Discussion</p> <p>Compare/Contrast Ojibwa fables using Narrative Elements</p>

		topics.			
	<p>Reading & Literature <i>Range of Reading & Level of Text Complexity</i> 6.4.10.10</p>	<p>By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.</p> <p>a. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</p>	<p>Literature Circle Novels</p> <p>Self-Selected books with teacher guidance</p> <p>Bridge to Terabithia Katherine Paterson</p> <p>Lion the Witch and the Wardrobe C.S.Lewis</p> <p>Stone Fox</p> <p>Maniac Magee Jerry Spinelli</p> <p>Abels Island William Steig Pety Tuck Everlasting</p> <p>Read aloud during whole group</p>	<p>Jan. - May</p>	<p>Student Work</p> <p>Oral Assessment</p> <p>Individual conferences on books students have read.</p> <p>Students are required to read a variety of novels, short stories and poems throughout the year.</p> <p>Students will write, create, and perform an original drama as a continuation of the novel Wrinkle in Time.</p>
	INFORMATIONAL	INFORMATIONAL	INFORMATIONAL		
	<p>Reading & Informational <i>Key Ideas & Details</i> 6.5.1.1</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Social/Science Texts</p> <p>Social/Science Passages</p>	<p>Sept. - May</p>	<p>Research papers</p> <p>Student Analysis of The Dakota War from various points of view</p>
	<p>6.5.2.2</p>	<p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Reading Passages</p> <p>Social/Science Texts</p> <p>Social/Science Passages</p> <p>Teacher Modeling</p>	<p>Oct. - May</p>	<p>Research papers</p> <p>Summaries of nonfiction literature circle books</p> <p>Chapter 9 in Social Studies</p>

					text: students were required to find main ideas and then supporting details.
	6.5.3.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)	Social/Science Texts Social/Science Passages Teacher Modeling	Oct. - May	Research Papers Students analyze how MN changes after the treaties. Writing/Demonstration of knowledge of the scientific process
	Reading & Informational <i>Craft & Structure</i> 6.5.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Science/Social Texts Science/Social Passages Reading Passages Teacher Modeling	Oct. - May	Modeling Vocabulary of nonfiction literature Preteach Vocabulary in Social Studies Students will use frayer charts to demonstrate knowledge of vocabulary Weigh the Words
	6.5.5.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Reading Novels Social Texts/Passages	Sept. - May	Discussion and persuasive essay on the trigger of the Dakota War connected to a "dare" which led to a Dakota decision to fight. Observation Student Work

	6.5.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Reading Passages Reading Novels Social/Science/Health Texts Social/Science/Health Passages Current Event articles	Oct. - May	Student Work Observation Class Debate/Discussion Written Reaction/Response to current event article
	Reading & Informational <i>Integration of Knowledge & Ideas</i> 6.5.7.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Social Studies, Science (Foss), Language Arts (Research Papers)	Sept. - May	Use of technology to enhance scientific themes Observation
	6.5.8.8	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.	Social Studies, Reading, Science	Nov. - May	Student Work Reading activity in which students compare court cases in the US regarding slaves and their ownership Class Discussion/Debate
	6.5.9.9	Compare and contrast one author's presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).	Social Studies	Jan. - Feb.	Student Work Compare and contrast various articles written about the Dakota War Projects Graphic Organizers
	Reading & Informational <i>Range of Reading</i>	By the end of the year, read and comprehend literary nonfiction in the	Language Arts, Reading,	Jan. - May	Research Papers Students

	<p><i>& Level of Text Complexity</i> 6.5.10.10</p>	<p>grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>			<p>selected research books/articles at their reading level to meet requirements for their research paper.</p>
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