

# Champaign Unit 4 School District Curriculum Map/Instructional Timeline

## ELA II (Language Arts) Grade 6

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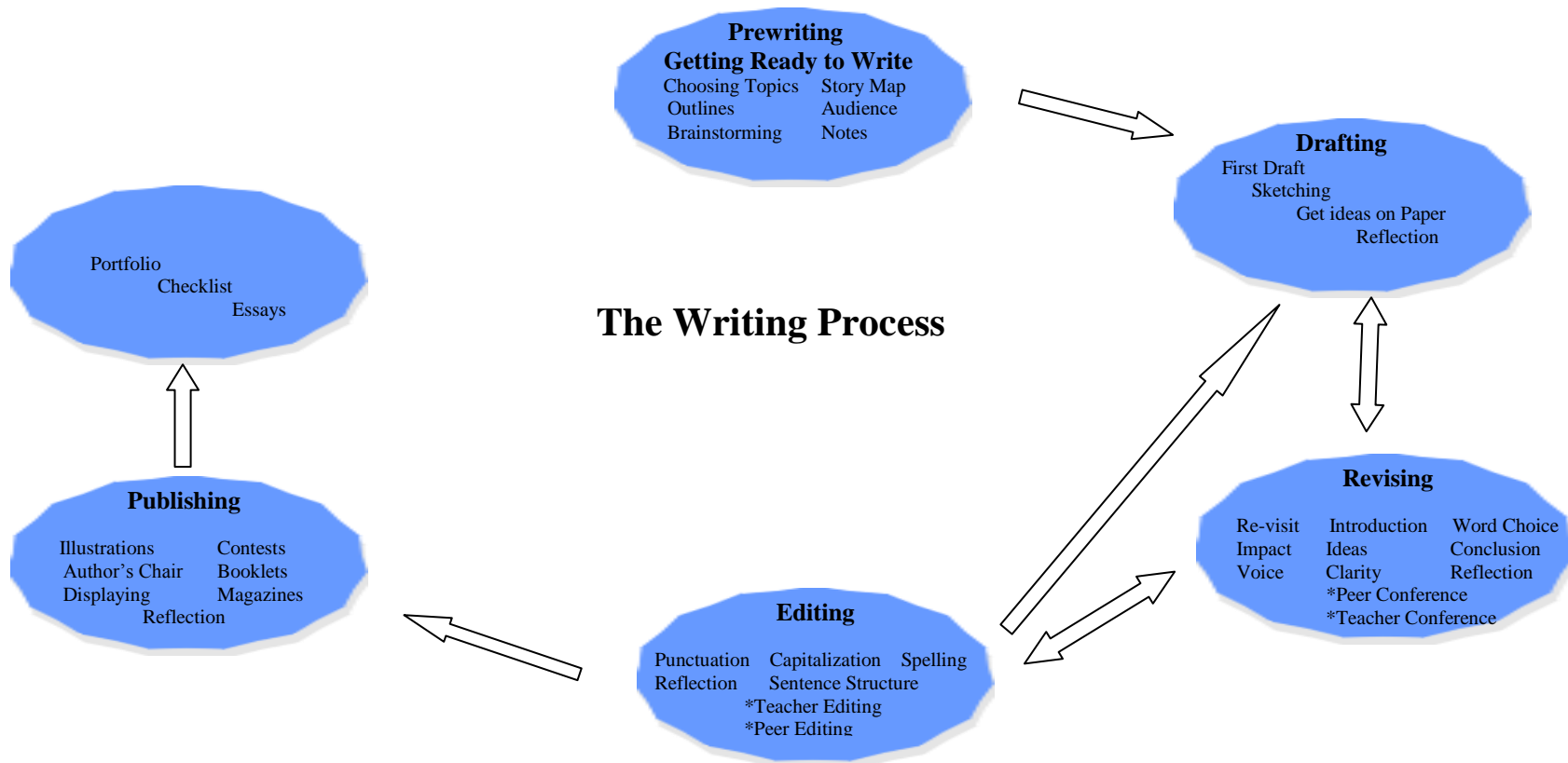
Levels of Thinking					
Remember	Understand	Apply	Analyze	Evaluate	Create

Parallels of Reading/Writing Process		
Stage	Reading	Writing
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Set goals: purpose for reading – what is the author saying?</li> <li>• Use background and experiences with the author’s cues to make meaning from the text</li> <li>• Seek specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Set goals: author’s purpose – what do I want to say?</li> <li>• Use background and experiences to generate ideas</li> <li>• Focus and narrow the topic</li> </ul>
<b>Drafting</b>	<ul style="list-style-type: none"> <li>• Skim the text for a place to begin</li> <li>• Begin the reading to define the topic or establish the scenario of the story</li> <li>• Read the text the first time for initial understanding</li> </ul>	<ul style="list-style-type: none"> <li>• First draft to get ideas down</li> <li>• Search for the right lead</li> <li>• Select and refine the ideas</li> </ul>
<b>Revising</b>	<ul style="list-style-type: none"> <li>• Examine interpretations: Is this what the author really means?</li> <li>• Re-read from a different perspective: What if...?</li> <li>• Re-read for a different purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read the draft, delete words and ideas, correct errors, move sentences, etc.</li> <li>• Different kinds of revisions: topical revision, stylistic concerns</li> </ul>

## Writing Philosophy

All children can become independent, strategic readers, writers, and communicators who function successfully in society. In Champaign Schools, a balanced literacy approach provides many opportunities for children to engage in a wide variety of oral and written language experiences to help them efficiently communicate.

A balanced writing program is a vital component of a balanced literacy program. While the various approaches to reading and writing have been separated for the purpose of clarity and demonstration, this separation is artificial. In reality, reading and writing are *connected* and *flow together*. Each of the following approaches, writing aloud, shared writing, guided writing, independent writing, contextual grammar instruction, and demonstrations by teachers make up part of the daily writing program. These approaches offer opportunities for student choice, involvement and response, and teacher guidance throughout the steps of the writing process.



Champaign Unit 4 School District  
Middle School Curriculum Map/Instructional Timeline

**Grade 6 : ELA II (Language Arts)**

**State Goal 5: Acquire, Assess & Communicate Information**

**QUARTERS 1 - 4**

General Content Focus	Specific Content: Skills, Strategies	Aligned IL Learning Standards/ Benchmark	Possible Lessons, Projects, Assessments	District/Bldg Resources
<p><b>ACQUIRE INFORMATION</b></p> <p><b>ASSESS INFORMATION</b></p> <p><b>COMMUNICATE INFORMATION</b></p>	<p>Select and narrow a topic for research. Brainstorm questions to guide research. Evaluate credibility of sources. Choose a variety of sources. Organize and integrate information appropriately. Develop a bibliography using a simple, acceptable form (MLA). Follow appropriate style manual accurately (e.g., MLA). Design and prepare a project.</p> <p>Analyze information from primary, secondary, and non-print sources. Evaluate sources by applying a set of criteria: timeliness, accuracy, reliability. Use information from footnotes, illustrations, diagrams, charts, and graphs. Cite the source of all direct quotations. Cite the source of all paraphrased/summarized information.</p> <p>Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, maps, models, artifacts). Communicate information from research.</p> <p><b>REQUIRED Quarter 1:</b> Create a short biographical research-based assignment</p> <p><b>REQUIRED Quarter 2, 3, or 4:</b> Write a 2-3 page research-based paper with 2 sources; can be integrated with another discipline, but should not become a quarter-long project.</p>	<p>5.A.3a 5.A.3a 5.A.3a 5.A.3a 5.A.3b 5.A.3b 5.A.3b 5.A.3b</p> <p>5.B.3b 5.B.3a 5.A.3a 5.A.3b 5.A.3b</p> <p>5.C.3a 5.C.3b 5.C.3c</p>	<p>Technology assignment to be completed per scheduling “Believe It or Not: Joe Cool, Joe Fool” (<a href="http://www.champaignschools.org/MiddleSchool/">http://www.champaignschools.org/MiddleSchool/</a>)</p> <p>Online Portfolio Assignment</p> <p>Student Online Portfolio</p> <p>Ethics of Research</p> <p>Use of print and internet sources</p> <p>Advertisement Brochures Commentary Editorial Interview Powerpoint Research Report Scene Analysis Story Telling Talk Show</p>	<p><b>District Middle Level Lang. Arts Curriculum Binder</b></p> <p><i>Holt Elements of Language Introductory Course</i>, c. 2004 -Text -Communications -Sentences and Paragraphs -Media Literacy and Communication Skills -Grammar, Usage, &amp; Mechanics -Assessment -Daily Oral Language</p> <p>Curriculum Associates <i>Stand Up and Speak!</i>, Level A</p> <p><i>Creating Writers</i> by Vicki Spandel (6-Traits writing)</p> <p>MetriTech <i>Writing Quest</i></p> <p><i>Lessons That Change Writers</i> by Nancie Atwell</p> <p><i>In The Middle</i> by Nancie Atwell</p> <p>Great Source <i>Write Source</i></p> <p>Great Source <i>Write Traits Classroom Kit</i>, Grade 6</p> <p>*Various other titles in building Professional libraries (see ELA Building Leader)</p>

Champaign Unit 4 School District  
Middle School Curriculum Map/Instructional Timeline

**Grade 6 : ELA II (Language Arts)**

**State Goal 4: Listening & Speaking**

**QUARTERS 1 - 4**

General Content Focus	Specific Content: Skills, Strategies	Aligned IL Learning Standards/ Benchmarks	Possible Lessons, Projects, Assessments	District/Bldg Resources
<b>LISTENING</b>	Practice listening skills in formal and informal situations. Identify and analyze factors that will impact the speaker’s message. Differentiate between formal and informal purposes of listening. Distinguish between verbal and nonverbal messages. Differentiate between the speaker’s factual and emotional content. Identify and evaluate personal bias. Separate main ideas from supporting facts and details. Anticipate information that might be forthcoming from a presenter. Formulate questions that gather and clarify information. Contribute relevant comments during discussions. Paraphrase and summarize information in formal and informal presentations. Follow a multi-step set of instructions to complete a task. Modify, control, and block out distractions.	4.A.3a 4.A.3b 4.A.3a 4.A.3b 4.A.3a 4.A.3b 4.A.3a 4.A.3a 4.A.3a 4.A.3a 4.A.3a 4.A.3c 4.A.3d	(see sample Listening and Speaking lessons in the District Middle School Language Arts Curriculum Binder)  <b>Speech Assignment:</b> create an assignment with which students will practice appropriate listening and speaking skills that align with each quarter’s focus.	(refer to p. 2 resources; add personal resources)
<b>SPEAKING</b>	Analyze audience and prepare appropriate presentations for purpose of speech. Use language that is clear, audible, and appropriate. Use appropriate grammar, word choice, style, and pacing for the message. Incorporate appropriate nonverbal expressions that support the message. Prepare and rehearse a presentation. Contribute to group discussions by following public speaking guidelines. Identify and use discussion techniques to arrive at a consensus of opinion. Assume various roles in the presentation of group projects.	4.B.3a  4.B.3a 4.B.3a 4.B.3d 4.B.3c 4.B.3c 4.B.3d 4.B.3b	<b>Quarter 1:</b> Narrative (storytelling, story boards, genealogy narratives, interviews, personal experiences, etc.); <b>Quarter 2:</b> Persuasive (debate, advertisement commercials, opinion speech, etc). <b>Quarter 3:</b> Expository (demonstration, biography, procedure, informative, etc). <b>Quarter 4:</b> Creative (skits, plays, poetry/prose readings, reader’s theater, talk show, etc.)	



Champaign Unit 4 School District  
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**Grade 6: ELA II (Language Arts)**

**Goals 3: Writing**

**QUARTER 1**

General Content Focus	Specific Content: Skills, Strategies	Aligned IL Learning Standards/ Benchmarks	Possible Lessons, Projects, Assessments	District/Bldg Resources
<b>WRITING Narrative</b>	<b>Essential Questions &amp; Enduring Understandings</b> Why do we tell stories? How does audience and purpose influence our writing? Who is the audience? Why do we express our lives to others? -----		District Quarterly Narrative Writing prompt	(refer to p. 2 resources; add personal resources)  <i>Scholastic Narrative Writing</i>
<b>Modal Elements Narrative</b>	Title; Setting; Characterization; Dialogue; Tone and Voice; Plot; Theme; Point of View	3.B.3a; 3.B.3b		
<b>Writing Effective Sentences</b>	Develop multi-paragraph compositions that include an introduction, body, and conclusion. Write a multi-paragraph narrative account that establishes a context, creates a point of view, and develops a focused impression.	3.C.3a  3.C.3a; 3.B.3b	Tell A Story Memoir Diary Journal, Personal Writing Dialogue Writing a Speech Diction	
<b>Usage and Convention</b>	Determining Complete Sentences Subjects & Predicates Subject /Verb Agreement Sentence Types Use a variety of strong verbs. Use specific sensory details. Use dialogue and quotation marks correctly.	3.A.3 3.A.3 3.A.3 3.A.3 3.B.3b 3.B.3b 3.B.3b	Figures of speech Multiple Modes Multiple Structure Variety: Combining; Beginning Cut-up Sentences Song Lyrics Document Puzzles	

Champaign Unit 4 School District  
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**Grade 6: ELA II (Language Arts)**

**Goals 3: Writing**

**QUARTER 2**

General Content Focus	Specific Content: Skills, Strategies	Aligned IL Learning Standards/ Benchmarks	Possible Lessons, Projects, Assessments	District/Bldg Resources
<b>WRITING Persuasive</b>	<b>Essential Questions &amp; Enduring Understandings</b> Who is the audience? How does audience and purpose influence our writing? How do we formulate an argument? How does a writer move a reader/listener to action? How do we share our ideas when others disagree with us? How can visuals be used to convey a persuasive message?		District Quarterly Persuasive Writing prompt	(refer to p. 2 resources; add personal resources)  <i>Scholastic Persuasive Writing</i>
<b>Model Elements Persuasive</b>	Title Position/argument Evidence Counter Argument Tone and Voice	3.B.3a; 3.B.3b 3.B.3a; 3.B.3b 3.B.3a; 3.B.3b 3.B.3a; 3.B.3b 3.B.3a; 3.B.3b		
<b>Writing Effective Sentences</b>	Use a variety of sentence structures (e.g., simple, compound) and sentence types (e.g., declarative, exclamatory). Develop a multi-paragraph piece of persuasive writing. Write complete sentences with varying beginnings and lengths.	3.B.3a; 3.B.3b 3.C.3a; 3.C.3b 3. B.3a; 3.B.3b	Brochure Debates Argumentation: Pathos, Ethos, Logos Editorials: Analyzing Commercials Political Cartoon analysis/creation Logical Appeal Symbolism	
<b>Usage and Convention</b>	Sentence Complements (objects) Phrases; Prepositional phrases Clauses; Independent clauses Pronouns	3.A.3 3.A.3 3.A.3 3.A.3	Mad Libs Figures of speech Multiple Modes Multiple Structure Variety: Combining; Beginning Cut-up Sentences Song Lyrics Document Puzzles	

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**Grade 6: ELA II (Language Arts)**

**Goals 3: Writing**

**QUARTER 3**

General Content Focus	Specific Content: Skills, Strategies	Aligned IL Learning Standards/ Benchmarks	Possible Lessons, Projects, Assessments	District/Bldg Resources
<p><b>WRITING Expository</b></p> <p>-----</p> <p><b>Modal Elements Expository</b></p> <p><b>Writing Effective Paragraphs</b></p> <p><b>Usage and Convention</b></p>	<p><b>Essential Questions and Understandings</b>            Who is the audience?            How does audience and purpose influence our writing?            How do we formulate an explanation?            How does a writer effectively inform a reader/listener?            How do we share our ideas?            How can visuals be used to effectively convey information?</p> <p>-----</p> <p>Title; Thesis; Support; Detail; Tone and Voice</p> <p>Types of Paragraphs; Paragraph Organization            Introduction and Conclusion            Supporting Sentences and Elaboration            Indentation            Use a variety of sentence structures (e.g., simple, compound) and sentence types (e.g., declarative, exclamatory).            Use basic transition words/phrases and conjunctions to connect ideas.            Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).            Use organizational patterns (e.g., sequence, cause-effect, comparison).            Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.            Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, brochure, business letter).</p> <p>Pronoun Reference            Use subject-verb agreement.            Write complete sentences with varying beginnings and lengths.            Use appropriate reference materials</p>	<p>3.B.3a; 3.B.3b</p> <p>3.A.3            3.A.3; 3.B.3b            3.A.3; 3.B.3b            3.A.3            3.A.3; 3.B.3b            3.A.3; 3.B.3b            3.A.3; 3.B.3b            3.A.3; 3.B.3a            3.A.3; 3.B.3a            3.A.3            3.A.3            3.A.3            3.A.3</p>	<p>District Quarterly Expository Writing prompt</p> <p>Informative Writing            Reporting            Fact finding            Determining Audience</p> <p>Mad Libs            Figures of speech            Multiple Modes            Multiple Structure            Variety: Combining; Beginning</p> <p>Cut-up Sentences            Song Lyrics            Document Puzzles</p>	<p>(refer to p. 2 resources; add personal resources)</p> <p><i>Scholastic Expository Writing</i></p>

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**Goal 3: Writing**

**QUARTER 4**

General Content Focus	Specific Content: Skills, Strategies	Aligned IL Learning Standards/Benchmarks	Possible Lessons, Projects, Assessments	District/Bldg Resources
<p><b>WRITING Creative</b></p> <p>-----</p> <p><b>Modal Elements Creative Writing</b></p> <p><b>Writing Effectively</b></p> <p><b>Usage and Convention</b></p>	<p>Why do writers write? How does audience and purpose influence our writing? How can a writer use creative arts to move a reader/listener to action? How do we share our ideas? How can visuals be used to communicate?</p> <p>-----</p> <p>Title; Theme; Elaboration; Tone and Voice; Style Poetic Conventions Dramatic Conventions</p> <p>Author's purpose Use basic transition words/phrases and conjunctions to connect ideas. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio script). Write using organization (e.g., introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence. Use figurative language.</p> <p>Pronoun Reference Paragraph Structure Transitions/Conjunctions Use of analogies/metaphors/anecdotes Use subject-verb agreement. Write complete sentences with varying beginnings and lengths.</p>	<p>3.B.3a; 3.B.3b 3.B.3a; 3.B.3b 3.B.3a; 3.B.3b</p> <p>3.C.3a 3.A.3; 3.B.3b</p> <p>3.C.3a</p> <p>3.A.3; 3.B.3a; 3.B.3b</p> <p>3.B.3b</p> <p>3.B.3a 3.A.3 3.A.3 3.B.3b 3.A.3 3.A.3</p>	<p>Fiction Fantasy Biographies Tall-tales Stories Poetry Drama Screenplay</p> <p>Sound Devices Description Figures of Speech Detail Analysis</p> <p>Cut-up Sentences Song Lyrics Document Puzzles</p>	<p>(refer to p. 2 resources; add personal resources)</p> <p>Scholastic <i>Descriptive Writing</i> Scholastic <i>Narrative Writing</i></p>