

School City of East Chicago

Grade 6 Quarter 2 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

| Quarter 2 | Literature | Nonfiction | Vocabulary | Writing | Speaking/Listening & Media Literacy |
|---|--|--|---|--|--|
| Suggested Pacing | Pearson Reading Street Unit 2, weeks 1-6 | | | | |
| Constant Standards *Taught every quarter | <p>6.RL.2.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.2.2 Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.</p> | <p>6.RN.2.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>6.RN.2.2 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> | <p>6.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p> <p>6.RV.2.5 Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i>), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.</p> <p>6.RV.3.3 Interpret figures of speech (e.g., <i>personification</i>) in context.</p> | <p>6.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing. <p>6.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p>6.W.6.1a Pronouns Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>6.W.6.1b Verbs <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>(5.W.6.1b: Verbs Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses.</p> | <p>6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.</p> <p>6.SL.2.2 Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>6.SL.2.3 Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>6.SL.4.2 Create engaging presentations that include multimedia components (e.g., <i>graphics, images, music, sound</i>) and visual displays in presentations to clarify information.</p> <p>6.ML.2.1 Use evidence to evaluate the accuracy of information presented in multiple media messages.</p> <p>6.ML.2.2 Identify the target audience of a particular media message, using the context of the</p> |

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| | | | | <p>Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise.)</p> <p>6.W.6.1c Adjectives and Adverbs <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>(4.W.6.1c: Adjectives/ Adverbs Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.)</p> <p>6.W.6.1d Phrases and Clauses <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>(5.W.6.1d: Prepositions Writing sentences that include prepositional phrases and explaining their functions in the sentence.)</p> <p>6.W.6.1e Usage Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p> <p>6.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> | <p>message (e.g., where it is placed, when it runs, etc.)</p> |

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| | | | | <p>6.W.6.2a Capitalization <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>(5.W.6.2a: Capitalization Applying correct usage of capitalization in writing.)</p> <p>6.W.6.2b Punctuation</p> <ul style="list-style-type: none"> ● Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● Using semicolons to connect main clauses and colons to introduce a list or quotation. <p>6.W.6.2c Spelling <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>(5.W.6.2c: Spelling Applying correct spelling patterns and generalizations in writing.)</p> | |
| <p>Spiral Standards</p> <p>*Reviewed Quarterly</p> | <p>6.RL.2.3 Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and</p> | <p>6.RN.2.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., <i>through examples or anecdotes</i>).</p> | <p>6.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> | N/A | N/A |

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| | <p>moves toward a resolution.</p> <p>6.RL.3.2 Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p> | <p>6.RN.3.3 Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.</p> | <p>6.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> | | |
| <p>New (Focus) Standards</p> <p>*Introduced in a Quarter</p> | <p>6.RL.4.1 Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.</p> | <p>6.RN.4.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.</p> <p>6.RN.4.2 Integrate information presented in different media or formats (e.g., <i>visually, quantitatively, verbally</i>) to demonstrate a coherent understanding of a topic or issue.</p> | <p>6.RV.2.2 Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i>) to better understand each of the words.</p> <p>6.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.</p> | <p>6.W.3.2 Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to clarify the relationships among ideas and concepts. ● Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. | N/A |

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| | <p>6.RL.4.2 Compare and contrast works of literature in different forms or genres (e.g., <i>stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics.</p> | <p>6.RN.4.3 Compare and contrast one author’s presentation of events with that of another.</p> | | <ul style="list-style-type: none"> ● Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from the information or explanation presented. <p>6.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate a research question (e.g., <i>In what ways did Madame Walker influence Indiana society?</i>). ● Gather relevant information from multiple sources, and annotate sources. ● Assess the credibility of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and provide basic bibliographic information for sources. ● Present information, choosing from a variety of formats. | |

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| Essential Skills | <p>6.RL.2.1 *Comprehend reading *Draw inferences *Cite specific examples and details to support inferences *Analyze text</p> <p>6.RL.2.2 *Comprehend reading *Recognize and analyze theme *Understand symbolism *Make inferences *Support interpretation of theme with details from the text *Summarize *Understand the difference between opinion and fact or judgment</p> <p>6.RL.2.3 *Describe the plot *Sequence a series of episodes in a story or drama *Identify problem/conflict</p> | <p>6.RN.2.1 *Comprehend reading *Draw inferences *Support inferences with evidence from text *Analyze the text</p> <p>6.RN.2.2 *Comprehend reading *Determine the central idea *Identify supporting details *Summarize *Understand the difference between fact and opinion or judgment</p> <p>6.RN.2.3 *Understand and identify how a key individual/event/idea is introduced/illustrated/elaborated upon *Identify examples of key individuals, events, or ideas *Understand the function of anecdotes and identify examples of anecdotes in text *Understand how an event or idea is introduced</p> | <p>6.RV.2.1 *Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase</p> <p>6.RV.2.2 *Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand words</p> <p>6.RV.2.4 *Use Greek and Latin affixes and roots to derive word meanings</p> <p>6.RV.2.5 *Use reference materials to derive word meaning, determine correct pronunciation, and verify word meaning</p> | <p>6.W.3.2 *Introduce a topic or thesis statement *Convey information accurately *Understand and use various organizational structures *Utilize formatting, graphics, and multimedia *Use facts, concrete details, quotations, examples to develop the topic *Utilize transitional expressions to establish relationships among ideas and concepts *Understand and use precise vocabulary *Incorporate definitions of terms *Understand and use content-specific vocabulary *Understand and use formal style *Understand academic vocabulary and its contribution to formal style *Provide an effective conclusion that follows from the information presented</p> <p>6.W.4 *Understand various writing text types and their organizational structures *Identify and understand the writing task and purpose *Determine and address the audience appropriately *Understand and utilize appropriate style</p> | <p>6.SL.2.1 – 2.3 *Prepare for discussions by reading material *Express yourself clearly *Know how to incorporate evidence or information about the topic, text, or issue during discussion *When working in groups: *know what behaviors are appropriate *know the roles and tasks associated with the role *come to agreement on goals for the group and deadlines for completing the task *Pose and respond to questions *Contribute to the discussions by elaborating on the comments of others *Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed *Review key ideas discussed by paraphrasing them</p> <p>6.SL.4.2 *Select appropriate multimedia components that have clear meaning to the presentation *Know how to create visual displays *Be able to use available technology to produce a PowerPoint or Prezi *Know how to embed photos, video, audio, texts and animation in a presentation</p> |

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| | <ul style="list-style-type: none"> *Summarize *Describe how characters change throughout a story or drama *Identify the climax of the story or drama *Determine the resolution of a story or drama *Describe how characters respond as the plot moves toward resolution 6.RL.3.2 *identify the point of view *Understand and explain how the point of view is developed by the narrator *Understand the author’s message and how his point of view can impact the mood, tone, and meaning of the text | <ul style="list-style-type: none"> 6.RN.3.3 *Identify point of view *Identify the author’s purpose *Understand and explain how point of view/purpose develops and is conveyed 6.RN.4.1 *Understand how claims and or arguments are supported *Trace and evaluate arguments and claims *Distinguish valid claims from claims that aren’t supported 6.RN.4.2 *Integrate information from diverse media and formats *Summarize information *Develop understanding of a topic/issue 6.RN.4.3 *Compare/contrast differing presentations of the same event *Synthesize information | <ul style="list-style-type: none"> 6.RV.3.1 *Understand synonyms *Understand connotations *Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) *Compare/contrast *Understand how word choice impacts meaning and tone *Make inferences 6.RV.3.2 *Identify and interpret connotations, figurative language, and technical language *Make inferences 6.RV.3.3 *Interpret figures of speech (e.g., personification) in context | <ul style="list-style-type: none"> *Develop and utilize planning templates *Understand and utilize revision techniques *Identify and edit text-problems *Understand and utilize multiple writing approaches *Receive and provide writing guidance *Use technology proficiently for production, publication, and collaboration 6.W.5 *Understand steps of an investigation *Develop an inquiry question *Conduct research drawing on several sources *Gather print and digital information *Assess relevance of information *Assess credibility of sources *Utilize quotes *Paraphrase correctly *Refocus inquiry when appropriate *Synthesize and summarize information *Cite a variety of sources *Create a bibliography | <ul style="list-style-type: none"> *Identify the audience and purpose *Know the difference between informal and formal English *Vary sentence patterns for style *Understand and adapt the delivery to appeal to the audience *Enunciate and speak at appropriate volume and pace *Use conventions of language to improve expression 6.ML.2.1- ML.2.2 *Identify and interpret information presented in diverse media and formats *Explain how different media and formats contribute to how information is interpreted *Assess accuracy of information |

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| | <p>6.RL.4.1 *Compare and contrast various media to one another *Identify points of comparison and points of contrast</p> <p>6.RL.4.2 *Understand the compare/contrast pattern *Recognize text forms and genres *Identify themes and how they're developed *Identify text topics *Compare/contrast similar themes across genres</p> | | | <p>6.W.6.1 a-e *Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.) *Ensure that pronouns are in the proper case (subjective, objective, possessive) *Use all pronouns, including reflexive *Recognize and correct inappropriate shifts in pronoun number and person *Recognize and correct vague pronoun references *Recognize and use a variety of sentence patterns *Recognize and correct sentence fragments and run-ons</p> <p>6.W.6.2 a-c *Know and apply conventions of standard English capitalization, punctuation, and spelling *Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements *Use semicolons to connect main clauses *Use colons to introduce a list *Spell correctly</p> | |

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| Instructional Strategies & Resources | <p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ ELL Support http://www.colorincolorado.org/ <p>John Hattie</p> <ul style="list-style-type: none"> ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ SPED Support http://www.ldonline.org/ <p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ <p>Reading Horizons</p> <ul style="list-style-type: none"> ❖ Reading Strategies http://www.readinghorizons.com/reading-strategies/ <p>Tim Shanahan</p> <ul style="list-style-type: none"> ❖ Close Reading https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/ <p>Carol Ann Tomlinson</p> <ul style="list-style-type: none"> ❖ What is Differentiated Instruction? http://www.readingrockets.org/article/what-differentiated-instruction | <p>Edutopia</p> <ul style="list-style-type: none"> ❖ Techniques for Teaching Vocabulary to Elementary Students https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary <p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 6 Step Process to Vocabulary Instruction http://www.teachthought.com/pedagogy/literacy/vocabulary-instruction-strategies-marzanos-6-step-process/ | <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Grammar Lessons http://www.ncte.org/lessons/grammar <p>Scholastic</p> <ul style="list-style-type: none"> ❖ Grammar Lesson Plans and Activities https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/ <p>Teaching Ideas</p> <ul style="list-style-type: none"> http://www.teachingideas.co.uk/ | <p>The Teaching Channel</p> <ul style="list-style-type: none"> ❖ Let's Talk! Five Strategies for Hitting the Speaking and Listening Standards https://www.teachingchannel.org/blog/2015/06/23/lets-talk-five-strategies-for-hitting-the-speaking-and-listening-standards/ | |

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| | <p>WIDA https://www.wida.us/</p> | | | | |
| Question Stems | <p>6.RL.2.1 *When you analyze text, what inferences can you make? *How does the textual evidence support your conclusion? *Does the author use sufficient and appropriate evidence? *What was the author's purpose? *What can you conclude from the text?</p> <p>6.RL.2.2 *How can you best summarize the text? *How does the theme of the story connect to life experiences? *How did the words/details of the</p> | <p>6.RN.2.1 *What conclusion can you draw? *What does the text explicitly state versus what it implies? *What textual evidence does the text give to prove these inferences or generalizations accurately? *Analyze the text and determine the most important ideas/concepts.</p> <p>6.RN.2.2 *What is the central idea and which details convey the central idea? *Which part of the text best captures the central idea? *How can you objectively summarize the text?</p> <p>6.RN.2.3 *Analyze in detail how an</p> | <p>6.RV.2.1 *What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered? *Based on the use of the word in the sentence, what can you deduce the word ____ means? *Does the positioning of the word ____ assist in determining meaning? Is an appositive clue provided?</p> <p>6.RV.2.2 *What is the relationship between these words?</p> <p>6.RV.2.4 *Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?</p> <p>6.RV.2.5</p> | <p>6.W.3.2 *How can you clearly introduce your topic/ *What organizational structure will best enable you to convey your information? *What facts/details/examples/quotations help develop your topic *What words will assist the reader in clarifying the relationship among the ideas and concepts? *Is your piece written using academic vocabulary? *Is your concluding statement consistent with the information presented?</p> <p>6.W.4 *What form of writing does the prompt call for? *What is the purpose for the writing and who is the audience? *How will you organize and develop your thoughts before writing? *Is your vocabulary and writing style appropriate for your audience?</p> | <p>WE WILL NOT INCLUDE QUESTION STEMS FOR SPEAKING/LISTENING & MEDIA LITERACY STANDARDS</p> |

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| | <p>passage convey the theme or central idea? 6.RL.2.3 *Sequentially summarize the story or drama using key information. *How did the character change as the plot evolved? At what point in the plot did the character begin to change? *Describe the conflict. How was it resolved? *How can you suggest an alternative resolution to the conflict? 6.RL.3.2 *Who is the narrator and what is his point of view? *How does the author develop the narrator or speaker's point of view? *How does the author's word choice help</p> | <p>individual/event/idea is introduced/illustrated/elaborated upon in a text. *Explain why it is important for the author to introduce the individual/event/idea at a particular point in the text. *How did the individual/event/idea change over the course of the text? *Where does the author provide an example or anecdote to support the development of an individual/event/idea? 6.RN.3.3 *What is the author's point of view or purpose? *How does the author's word choice help develop the point of view/purpose? *Use the text to support how point of view/purpose is conveyed by the author 6.RN.4.1 *What is the argument presented in the text? *How is the argument</p> | <p>*What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech? 6.RV.3.1 *What does the word/phrase ____ mean in this selection? *Without changing the meaning of the sentence, which synonym can best be used to replace the underlined part? *Is a feeling or emotion associated with the word usage? What is the emotion associated with this word? *How did the author use word choice to impact meaning and tone? *What word(s) could you use to replace ____ in order to shift the tone? 6.RV.3.2 *What does the word/phrase ____ mean in</p> | <p>*How will you plan your writing? *How does your planning template compare with your writing piece? Was something added/omitted? Why? *Is additional evidence, description, or clarification needed anywhere in the piece? *Is there any section of your writing that is problematic? How can you revise that portion to better fit the overall piece? *Is your writing free of writing conventions errors? *What system do you have for creating, saving, producing, and publishing your piece of writing? 6.W.5 *What subject are you investigating? *What is your inquiry question? *Does your inquiry question need to be altered as a result of your findings? *How can you best summarize your findings? *What did you learn from this inquiry? *How will you locate information from both print and digital sources? *How do you know that the source is credible? *What direct quotes will you use? *How will you paraphrase the information?</p> | |

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| | develop the narrator or speaker’s point of view? *How did the author develop the character’s point of view? 6.RL.4.1 *What did you see/hear when reading the text? *Compare and contrast what you <i>see</i> and <i>hear</i> when reading to your perception of what you <i>hear</i> and <i>watch</i> in an audio, video, or live version. 6.RL.4.2 *How are _____ and _____ similar and/or different? *What are the text forms/genres of each selection? *What is the topic or theme of each selection? *Although the topic/theme of these passages is similar, how | developed and supported? *Is the claim valid? Explain your answer. *Show me textual evidence that supports the argument. *Which of the evidence is most relevant? 6.RN.4.2 *What common understanding on the topic/issue did you develop? *Which format best relays the message? 6.RN.4.3 *Explain the similarities and differences of _____ and _____. *Which authors’ approaches do you prefer? Why? | this selection? *Without changing the meaning of the sentence, which synonym can best be used to replace the underlined part? *What is the technical meaning of the word? 6.RV.3.3 *What is meant by the figurative expression _____? | *How do you cite print and digital sources in a bibliography? WE WILL NOT INCLUDE QUESTION STEMS FOR THE GRAMMAR STANDARDS AS THESE COULD BECOME TOO NUMEROUS | |

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| | does the presentation differ? *What form/genre was more effective communicating the message? | | | | |
| Academic Vocabulary | IDOE English/ Language Arts Glossary K-12 http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf ISTEP+ Standards & Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary | | | | |
| District Assessments | *Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA | | | | |