

School City of East Chicago

Grade 6 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

| Quarter 1 | Literature | Nonfiction | Vocabulary | Writing | Speaking/Listening & Media Literacy |
|--|--|--|---|---|--|
| Suggested Pacing | Pearson Reading Street Unit 1, weeks 1-6 | | | | |
| <p>Constant Standards</p> <p>*Taught every quarter</p> | <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 style="background-color: #f0f0f0;">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 style="color: green;">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 message (e.g., <i>where it is placed, when it runs, etc.</i>)</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> | |

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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> | |
| Spiral Standards *Reviewed Quarterly | N/A | N/A | N/A | N/A | N/A |

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| New (Focus) Standards *Introduced in a Quarter | 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 moves toward a resolution. 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. | 6.RN.2.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 6.RN.3.3 Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text. | 6.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. | 6.W.3.3 Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> ● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). ● Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide an ending that follows from the narrated experiences or events. | N/A |
| Essential Skills | 6.RL.2.1 * Comprehend reading *Draw inferences *Cite specific examples and details to support inferences *Analyze text | 6.RN.2.1 *Comprehend reading *Draw inferences *Support inferences with evidence from text *Analyze the text | 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 | 6.W.3.3 *Convey an experience or event *Understand narrative structures and techniques *Establish context and narrator/characters *Organize a logical/natural event sequence *Craft dialogue | 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: |

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| | <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 *Summarize *Describe how characters change throughout a story or drama *Identify the climax of the story or drama</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.RN.3.3 *Identify point of view *Identify the author's purpose *Understand and explain how point of view/purpose develops and is conveyed</p> | <p>the meaning of a word or phrase</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.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</p> <p>6.RV.3.3 *Interpret figures of speech (e.g., personification) in context</p> | <p>*Use descriptive/sensory language *Utilize transitional expressions to convey sequence and signal shifts *Provide an effective conclusion</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 *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</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</p> | <p>*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 *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</p> |

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| | <p>*Determine the resolution of a story or drama</p> <p>*Describe how characters respond as the plot moves toward resolution</p> <p>6.RL.3.2</p> <p>*Identify the point of view</p> <p>*Understand and explain how the point of view is developed by the narrator</p> <p>*Understand the author's message and how his point of view can impact the mood, tone, and meaning of the text</p> | | | <p>*Recognize and correct vague pronoun references</p> <p>*Recognize and use a variety of sentence patterns</p> <p>*Recognize and correct sentence fragments and run-ons</p> <p>6.W.6.2 a-c</p> <p>*Know and apply conventions of standard English capitalization, punctuation, and spelling</p> <p>*Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p> <p>*Use semicolons to connect main clauses</p> <p>*Use colons to introduce a list</p> <p>*Spell correctly</p> | <p>*Use conventions of language to improve expression</p> <p>6.ML.2.1- ML.2.2</p> <p>*Identify and interpret information presented in diverse media and formats</p> <p>*Explain how different media and formats contribute to how information is interpreted</p> <p>*Assess accuracy of information</p> |
| 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-high-impact-strategies/ | | <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>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>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>LD Online ❖ SPED Support http://www.ldonline.org/</p> <p>Robert Marzano ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/</p> <p>Reading Horizons ❖ Reading Strategies http://www.readinghorizons.com/reading-strategies/</p> <p>Tim Shanahan ❖ Close Reading https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/</p> <p>Carol Ann Tomlinson ❖ What is Differentiated Instruction? http://www.readingrockets.org/article/what-differentiated-instruction</p> <p>WIDA https://www.wida.us/</p> | | <p>Reading Rockets ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary</p> <p>Robert Marzano ❖ 6 Step Process to Vocabulary Instruction http://www.teachthought.com/pedagogy/literacy/vocabulary-instruction-strategies-marzanos-6-step-process/</p> | <p>ReadWriteThink ❖ Grammar Lessons http://www.ncte.org/lessons/grammar</p> <p>Scholastic ❖ Grammar Lesson Plans and Activities https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/</p> <p>Teaching Ideas http://www.teachingideas.co.uk/</p> | |

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| 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 passage convey the theme or central idea?</p> <p>6.RL.2.3 *Sequentially summarize the story or drama using key information.</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 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.</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.2.4 *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 *What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</p> <p>6.RV.3.1 *What does the word/phrase ____ mean in this selection?</p> | <p>6.W.3.3 *What experiences or event will you write about? *How will you introduce your characters and narrator? *How will you organize the events in your story? Are they logical? *What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident? *How can you use dialogue to convey the experience? *How and where can the use of descriptive language assist in conveying the experience? *Are the descriptive details provided relevant? *Did you include a conflict and was it resolved? *How will you provide a satisfying conclusion?</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</p> | <p>WE WILL NOT INCLUDE QUESTION STEMS FOR SPEAKING/LISTENING & MEDIA LITERACY STANDARDS</p> |

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| | <p>*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 develop the narrator or speaker's point of view? *How did the author develop the character's point of view?</p> | <p>*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</p> | <p>*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.3.3 *What is meant by the figurative expression ____?</p> | <p>appropriate for your audience? *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?</p> <p style="background-color: yellow;">WE WILL NOT INCLUDE QUESTION STEMS FOR THE GRAMMAR STANDARDS AS THESE COULD BECOME TOO NUMEROUS</p> | |

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| 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 | | | | |