

## 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>				
<p>Constant Standards</p> <p>*Taught every quarter</p>	<p><b>6.RL.2.1</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p><b>6.RL.2.2</b> 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><b>6.RN.2.1</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p><b>6.RN.2.2</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p>	<p><b>6.RV.2.1</b> Use context to determine or clarify the meaning of words and phrases.</p> <p><b>6.RV.2.5</b> 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><b>6.RV.3.3</b> Interpret figures of speech (e.g., <i>personification</i>) in context.</p>	<p><b>6.W.4</b> Apply the <b>writing process</b> to –</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul> <p><b>6.W.6.1</b> Demonstrate command of English grammar and usage, focusing on:</p> <p><b>6.W.6.1a Pronouns</b> 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;"><b>6.W.6.1b Verbs</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p><b>(5.W.6.1b: Verbs</b> Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses.</p>	<p><b>6.SL.2.1</b> 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><b>6.SL.2.2</b> Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p><b>6.SL.2.3</b> Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>6.SL.4.2</b> 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;"><b>6.ML.2.1</b> Use evidence to evaluate the accuracy of information presented in multiple media messages.</p> <p><b>6.ML.2.2</b> 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><b>6.W.6.1c Adjectives and Adverbs</b>  <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p><b>(4.W.6.1c: Adjectives/ Adverbs –Writing</b>            sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.)</p> <p><b>6.W.6.1d Phrases and Clauses</b>  <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p><b>(5.W.6.1d: Prepositions</b>            Writing sentences that include prepositional phrases and explaining their functions in the sentence.)</p> <p><b>6.W.6.1e Usage</b>            Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p> <p><b>6.W.6.2</b>            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p>	

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				<p><b>6.W.6.2a Capitalization</b>  <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p><b>(5.W.6.2a: Capitalization</b>                      Applying correct usage of capitalization in writing.)</p> <p><b>6.W.6.2b Punctuation</b></p> <ul style="list-style-type: none"> <li>● Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>● Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul> <p><b>6.W.6.2c Spelling</b>  <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p><b>(5.W.6.2c: Spelling</b>                      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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<b>New (Focus) Standards</b>  <b>*Introduced in a Quarter</b>	<b>6.RL.2.3</b> 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.  <b>6.RL.3.2</b> 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.	<b>6.RN.2.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  <b>6.RN.3.3</b> Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.	<b>6.RV.2.4</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  <b>6.RV.3.1</b> 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.	<b>6.W.3.3</b> Write <b>narrative</b> compositions in a variety of forms that – <ul style="list-style-type: none"> <li>● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>● 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.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>	N/A
<b>Essential Skills</b>	<b>6.RL.2.1</b> * Comprehend reading *Draw inferences *Cite specific examples and details to support inferences *Analyze text	<b>6.RN.2.1</b> *Comprehend reading *Draw inferences *Support inferences with evidence from text *Analyze the text	<b>6.RV.2.1</b> *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	<b>6.W.3.3</b> *Convey an experience or event *Understand narrative structures and techniques *Establish context and narrator/characters *Organize a logical/natural event sequence *Craft dialogue	<b>6.SL.2.1 – 2.3</b> *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><b>6.RL.2.2</b> *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><b>6.RL.2.3</b> *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><b>6.RN.2.2</b> *Comprehend reading *Determine the central idea *Identify supporting details *Summarize *Understand the difference between fact and opinion or judgment</p> <p><b>6.RN.2.3</b> *Understand and identify how a key individual/event/idea is introduced/illustrated/elaborated upon</p> <p>*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><b>6.RN.3.3</b> *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><b>6.RV.2.4</b> *Use Greek and Latin affixes and roots to derive word meanings</p> <p><b>6.RV.2.5</b> *Use reference materials to derive word meaning, determine correct pronunciation, and verify word meaning</p> <p><b>6.RV.3.1</b> *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><b>6.RV.3.3</b> *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><b>6.W.4</b> *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><b>6.W.6.1 a-e</b> *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><b>6.SL.4.2</b> *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><b>6.RL.3.2</b></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><b>6.W.6.2 a-c</b></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><b>6.ML.2.1- ML.2.2</b></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>
<b>Instructional Strategies &amp; Resources</b>	<p><b>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ ELL Support <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></li> </ul> <p><b>John Hattie</b></p> <ul style="list-style-type: none"> <li>❖ Top 10 High Impact Instructional Strategies <a href="http://www.evidencebasedteaching.org.au/hattie-high-impact-strategies/">http://www.evidencebasedteaching.org.au/hattie-high-impact-strategies/</a></li> </ul>		<p><b>Edutopia</b></p> <ul style="list-style-type: none"> <li>❖ Techniques for Teaching Vocabulary to Elementary Students <a href="https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo">https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo</a></li> </ul>	<p><b>ReadWriteThink</b></p> <ul style="list-style-type: none"> <li>❖ Implementing the Writing Process <a href="http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html">http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html</a></li> </ul>	<p><b>The Teaching Channel</b></p> <ul style="list-style-type: none"> <li>❖ Let's Talk! Five Strategies for Hitting the Speaking and Listening Standards <a href="https://www.teachingchannel.org/blog/2015/06/23/lets-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/</a></li> </ul>

Finalized April 2017

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	<p><b>LD Online</b> ❖ SPED Support <a href="http://www.ldonline.org/">http://www.ldonline.org/</a></p> <p><b>Robert Marzano</b> ❖ 9 High Yield Instructional Strategies <a href="http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/">http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/</a></p> <p><b>Reading Horizons</b> ❖ Reading Strategies <a href="http://www.readinghorizons.com/reading-strategies/">http://www.readinghorizons.com/reading-strategies/</a></p> <p><b>Tim Shanahan</b> ❖ Close Reading  <a href="https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/">https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/</a></p> <p><b>Carol Ann Tomlinson</b> ❖ What is Differentiated Instruction? <a href="http://www.readingrockets.org/article/what-differentiated-instruction">http://www.readingrockets.org/article/what-differentiated-instruction</a></p> <p><b>WIDA</b> <a href="https://www.wida.us/">https://www.wida.us/</a></p>		<p><b>Reading Rockets</b> ❖ Teaching Vocabulary  <a href="http://www.readingrockets.org/article/teaching-vocabulary">http://www.readingrockets.org/article/teaching-vocabulary</a></p> <p><b>Robert Marzano</b> ❖ 6 Step Process to Vocabulary Instruction  <a href="http://www.teachthought.com/pedagogy/literacy/vocabulary-instruction-strategies-marzanos-6-step-process/">http://www.teachthought.com/pedagogy/literacy/vocabulary-instruction-strategies-marzanos-6-step-process/</a></p>	<p><b>ReadWriteThink</b> ❖ Grammar Lessons <a href="http://www.ncte.org/lessons/grammar">http://www.ncte.org/lessons/grammar</a></p> <p><b>Scholastic</b> ❖ Grammar Lesson Plans and Activities <a href="https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/">https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/</a></p> <p><b>Teaching Ideas</b> <a href="http://www.teachingideas.co.uk/">http://www.teachingideas.co.uk/</a></p>	

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<b>Question Stems</b>	<p><b>6.RL.2.1</b> *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><b>6.RL.2.2</b> *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><b>6.RL.2.3</b> *Sequentially summarize the story or drama using key information.</p>	<p><b>6.RN.2.1</b> *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><b>6.RN.2.2</b> *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><b>6.RN.2.3</b> *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><b>6.RV.2.1</b> *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><b>6.RV.2.4</b> *Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?</p> <p><b>6.RV.2.5</b> *What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</p> <p><b>6.RV.3.1</b> *What does the word/phrase ____ mean in this selection?</p>	<p><b>6.W.3.3</b> *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><b>6.W.4</b> *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><b>WE WILL NOT INCLUDE QUESTION STEMS FOR SPEAKING/LISTENING &amp; MEDIA LITERACY STANDARDS</b></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? <b>6.RL.3.2</b> *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? <b>6.RN.3.3</b> *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? <b>6.RV.3.3</b> *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;"><b>WE WILL NOT INCLUDE QUESTION STEMS FOR THE GRAMMAR STANDARDS AS THESE COULD BECOME TOO NUMEROUS</b></p>	

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Academic Vocabulary	IDOE English/ Language Arts Glossary K-12 <a href="http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf">http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</a>  ISTEP+ Standards & Assessment Vocabulary <a href="http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary">http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</a>				
District Assessments	*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA				