

Curriculum Map - English Language Arts - 6 ELA - Into Lit

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments		
Entire Year							
Unit 1 <i>(updated 2/28/20)</i>	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2(A) 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>RL.6.3(A) 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.</p> <p>RL.6.5(A) 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.</p> <p>RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2(A) 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>RI.6.3(A) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5(A) 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.</p> <p>W.6.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>L.6.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •a. Ensure that pronouns</p>	How do you find courage in the face of fear?	<p>Breadwinner</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Parts of Speech <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Analyze How Character Develops Plot •Analyze Setting and Character •Note and Notice <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Capitalization of Proper Nouns <p>COMMUNICATION</p> <ul style="list-style-type: none"> •Multimodal presentations •Giving a presentation <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Writing a letter •Formal style letters 	<p>Life doesn't frighten me</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Parts of Speech <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Analyze Speaker •Analyze Refrain •Note and Notice <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Capitalization of Proper Nouns <p>COMMUNICATION</p> <ul style="list-style-type: none"> •Present a poem •Giving a presentation <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Writing a poem •Writing as a process 	<p>fears and phobias</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Prefixes that mean "not" <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Cite Evidence •Analyze Structure •Preview Text •Note and Notice <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Dashes <p>COMMUNICATION</p> <ul style="list-style-type: none"> •Discussing with a small group •Participating in collaborative discussions <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Writing an informative essay •Writing informative texts 	<p>Wired for fear</p> <p>vocabulary</p> <ul style="list-style-type: none"> •Prefixes that mean "not" <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Cite Evidence •Analyze Structure •Preview Text •Note and Notice <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Dashes <p>COMMUNICATION</p> <ul style="list-style-type: none"> •Producing a podcast •Using media in a presentation <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Introduction/Narrative Texts 	<p>Level Up Tutorials Selection Assessments</p> <p>Levelled Reader Assessments</p> <p>Exit Tickets</p>

Faith Integration

Learning Mindset:
Growth Mindset
Practice these
things, immerse
yourself in them,
so that all may
see your
progress. 1
Timothy 4:15

are in the proper case (subjective, objective, possessive).
 •b. Use intensive pronouns (e.g., myself, ourselves).
 •c. Recognize and correct inappropriate shifts in pronoun number and person.
 •d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 •e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

•a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

•b. Spell correctly.

L.6.4(A)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

•a. 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.

•b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

•c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

•d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit 2
(updated 3/6/20)

RL.6.1(A)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2(A)

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.

RL.6.3(A)

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.

What can you learn by seeing the world through an animal's eyes?

PAX	ZOO	ANIMAL SNOOPS	WILD ANIMALS AREN'T PETS
VOCABULARY •Greek and Latin roots •Understanding word origins	VOCABULARY •Greek roots	VOCABULARY •Latin roots	vocabulary •Word origins

Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets

Learning Mindset:
Curiosity
You will seek me
and find me, when
you seek me with
all your heart.
Jeremiah 29:13

toward a resolution.
RL.6.4(A)
 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.

RL.6.5(A)
 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.

RL.6.6(A)
 Explain how an author develops the point of view of the narrator or speaker in a text.

W.6.7(A)
 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8(A)
 Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9(A)
 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 •a. Apply grade 6 Reading standards to literature (e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics).
 •b. Apply grade 6 Reading standards to literary nonfiction (e.g., 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).

L.6.4(A)
 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 •a. 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.
 •b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 •c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its

<p>READING WORKSHOP</p> <ul style="list-style-type: none"> Analyze point of view Analyze voice Note and notice 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> Infer multiple themes Note and Notice Analyze point of view 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> Analyze text structure Determine key ideas 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> Identify claims in arguments Analyze evidence Comparing arguments
<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> Verb tenses Complex sentences Kinds of sentences 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> Verb tenses Using verbs correctly 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> Capitalization 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> Commonly misspelled words Commonly confused words
<p>COMMUNICATION</p> <ul style="list-style-type: none"> Multimodal presentations Giving a presentation 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> Present and discuss Participating in collaborative discussion 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> Discuss with a small group Participate in collaborative discussions 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> Create a public service announcement Use media in a presentation
<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> Write a fictional narrative 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> Write a fictional narrative 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> Write an informational essay 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> Write an argumentative essay

	<p>part of speech. •d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.6.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. •a. Interpret figures of speech (e.g., personification) in context. •b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. •c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty). L.6.6(A) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>						
<p>Unit 3 (updated 3/6/20)</p>	<p>RL.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2(A) 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. RL.6.3(A) 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. RL.6.4(A) 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. RL.6.5(A) 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. RL.6.6(A) Explain how an author develops the point of view of the narrator or speaker in a text. RI.6.1(A) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2(A) Determine a central idea of a text and how it is</p>	<p>What does it take to be a survivor?</p>	<p>A LONG WALK TO WATER</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Context clues <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Analyze setting and character •Monitor comprehension •Note and Notice •Making inferences <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Prepositions •Prepositional phrases 	<p>INTO THE LIFEBOAT</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Context clues <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Analyzing comparisons and contrasts •Author's purpose •Note and notice •Create mental images <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Commas 	<p>AFTER THE HURRICANE</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Context clues <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Analyze the effects of structure and meter •Recognize and describe the author's use of figurative language •Note and notice <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Commas 	<p>FROM THE NINTH WARD</p> <p>vocabulary</p> <ul style="list-style-type: none"> •Context clues <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Analyze historical and cultural setting •Analyze the author's use of language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Pronouns 	<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>

Learning mindset:
Setting goals
"The plans of the
diligent lead to
profit as surely as
haste leads to
poverty." Proverbs
21:5

conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3(A)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4(A)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5(A)

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.

RI.6.6(A)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

W.6.1(A)

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

W.6.2(A)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation

<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Participating in collaborative discussions •Analyze and evaluate a video 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Present and discuss •Participating in collaborative discussion 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Poetry jam •Participate in collaborative discussion 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Create a poster related to narrative story-telling
<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Write informative text 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Task, purpose, and audience •Write a friendly letter 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Write a poem •Narrative poetry 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative story-telling •Writing live posts

	<p>presented.</p> <p>W.6.3(A) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> •a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. •b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. •c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. •d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. •e. Provide a conclusion that follows from the narrated experiences or events. <p>W.6.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.6.5(A) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)</p>				
<p>Unit 4 <i>(updated 3/6/20)</i></p>			<p>What are ways you can make yourself heard?</p>		<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>
<p>Unit 5 <i>(updated 3/6/20)</i></p>			<p>What keeps people from giving up?</p>		<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>

Learning Mindset:
Seeking
Challenges
Isaiah 41:13 For I
am the LORD your
God who takes
hold of your right
hand and says to
you, Do not fear; I
will help you.

Curriculum Map - English Language Arts - 6 ELA - Into Lit

Unit 6 <i>(updated 3/6/20)</i>					Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets
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