



ELA Curriculum Map 2018-2019

6th Grade

Quarter	Strand	Focus Standards	Essential Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
1	RL.	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. 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>3. 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>4. 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.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>1. Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</p> <p>2. Provides a statement of a theme or central idea of a text.</p> <p>-Provides a description of how the theme or central idea is conveyed through particular details.</p> <p>-Provides a summary of the text distinct from personal opinions or judgments.</p> <p>3. Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution.</p> <p>-Provides a description of how the characters respond or change as the plot moves toward a resolution.</p> <p>4. Uses context clues to determine the meaning of words or phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6. Provides an explanation of how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Unit 0 Week 1 "The Cricket and the Jaguar" Folktales</p> <p>"Deserts and People" Informational Text</p> <hr/> <p>Unit 1 Week 2 "Drumbeat of Freedom" Historical Fiction</p> <p>"The Mostly True Adventures of Homer P. Figg" Historical Fiction</p> <p>"Enough!" Poetry</p> <hr/> <p>Week 3</p>	<p>Weekly Prompt: S33 Argumentative Informational</p> <hr/> <p>Project Writing: Autobiographical Sketch TT28 (3 weeks)</p> <p>Weekly Prompt: T94 Literary Analysis Informational</p> <hr/> <p>Weekly</p>	<p>Formal Assessments Selection Test (on-line)</p> <p>Weekly Assessment (resource book)</p> <p>Informal Assessment Research/Listening/Collaboration (TE)</p> <p>Oral Reading Fluency (resource book)</p> <p>Unit One Week Two Character, Setting, Plot, Problem/Solution</p>	<p>Curriculum Istation Intervention Lessons EngageNY Novel/Chapter Book Sets Wonder's Leveled Readers ReadWorks Story Works Newsela</p> <p>Assessment Istation On-Demand</p>

		10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. Reads and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	“The Secret World of Caves” Expository Text	Prompt: T158 Research Informational	Week Three Text Structure/Cause & Effect	
RI.		1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. -Provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources.	“Journey Into the Deep” Expository Text		Week Four Text Structure/Sequence	
		2. 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.	2. Provides a statement of the central idea(s) of a text. -Provides a statement of how the central idea is conveyed through particular details. -Provides an objective summary of the text distinct from personal opinions or judgments.	“Extreme Exploration” Interview		Unit Two Week One Text Structure/Problem & Solution	
		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).	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes).	Week 4 (two week lesson) “The Monster in the Mountain” Narrative Nonfiction	Weekly Prompt: T223 Research Informational	Week Three Sequence	
		6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	6. Provides a statement of an author’s point of view and author’s purpose in a text. -Provides an explanation of how the author’s point of view or purpose is conveyed in the text.	“Into the Volcano” Narrative Nonfiction	Project Writing: Personal Narrative T220 (2 weeks)	Week Four Theme	
		7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words.	“Donna O’Meara: The Volcano Lady” Biography			
		9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Provides a comparison and contrast of one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Unit 2 Week 1 (Two week lesson) “Empire of the Sea” Expository	Project Writing: Explanatory Essay T 28 (3 weeks)		
				“The Technology of Mesopotamia” Expository	Weekly Prompt: T30 Research		

	<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>-Provides a comparison and contrast of the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p>-Provides an analysis of the relationship between a primary and secondary source on the same topic.</p> <p>10. Read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>“Gilgamesh Lost and Found” Expository</p> <hr/> <p>Week 3 (October 1-10, 2018) “Yaskul’s Mighty Trade” Historical Fiction</p>	<p>Informational</p> <hr/> <p>Weekly Prompt: T158 Narrative Informational</p>		
<p>W.</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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</p>	<p>Written Expression: Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.</p> <p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent</p>	<p>“Roman Diary” Historical Fiction</p> <p>“The Genius of Roman Aqueducts” Expository</p> <hr/> <p>Week 4 “A Single Shard” Historical Fiction</p> <p>“A Scholar in the Family” Drama</p>	<p>Project Writing: Formal Letter T 220 (2 weeks)</p> <p>Weekly Prompt: T222 Narrative Point of View</p>		

		<p>when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With some guidance and support from peers and</p>	<p>with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>				
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		<p>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>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> 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 <i>grade 6 Reading standards</i> 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”).</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>					
	SL.	<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>4. Demonstrates ability to present claims and findings.</p> <p>-Demonstrates ability to sequence ideas logically.</p> <p>-Demonstrates ability to use pertinent</p>				

			<p>descriptions, facts, and details to accentuate main ideas and/or themes.</p> <p>-Demonstrates ability to use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
L	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. 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> <p>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.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the</p>	<p>2. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>-Spell correctly.</p> <p>3. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>-Maintain consistency in style and tone.</p> <p>4. 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>-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> <p>-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.</p> <p>-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).</p>				

		<p>inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotation (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>6. 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>5. Interpret figures of speech (e.g., personification) in context.</p> <p>-Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>-Distinguish among the connotation (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>6. 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>				
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