

GRADE 6 CURRICULUM MAP 2016-2017

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
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| Title | Close Reading Narrative Change | Evidence LITERARY ANALYSIS A changing world | Understanding Perspective RESEARCH People who have influenced change | Decision Making Argument Making Your Voice Heard |
| End of Unit Performance Task(s) | <p>This semester we have read and analyzed several narratives texts that focused on personal change. Students are to create a narrative mirroring the style of the writer.</p> <p>Choices include: extend a specific text. create a new text using the author’s style. analyze the author’s craft to develop a narrative and to create a story.</p> | <p>This semester we have read texts that focused on a changing world. Our life experiences impact us and make us who we are. Select one character and write an analytical essay that demonstrates how that character changed over time. Be sure to include how his/her experiences impacted that change.</p> | <p>This semester we have researched a person that you believe has influenced and changed others. Create a presentation that demonstrates how this person has affected the world.</p> | <p>Teacher selected topic that allows students to argue an issue that impacts their life.</p> |
| Essential Questions/ Essential Understandings | <p>EQ: How does growing up change you?</p> <p>EQ: How does following the writing process help the writer craft an effective piece of writing?</p> <p>EQ: What are the characteristics of narrative writing?</p> <p>EU: Character’s perspective impacts meaning. People often learn life’s lessons as they reflect upon their past.</p> <p>EU: Through close reading will gain insight that will lead a deeper understanding.</p> | <p>EQ: Do hardships/obstacles strengthen or weaken relationships?</p> <p>EQ: How can a person affectively cause change?</p> <p>EQ: How does the author’s use of literary elements help convey theme?</p> <p>EU: I can use evidence and my own knowledge to make inferences as I read.</p> <p>We can learn how others have dealt with injustice through analyzing fiction and nonfiction text.</p> | <p>EQ: What sources are reliable, relevant, and comprehensive so that they will support my research goal?</p> <p>EQ: How does a leader affect a group and society itself?</p> <p>EQ: What do good researchers do?</p> <p>EU. Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>EU: Writing should be purposely focused, detail, organized in a way that clearly communicates the ideas to the reader.</p> | <p>EQ: What is argumentative writing?</p> <p>EQ: What is an effective argument?</p> <p>EQ: Do you have a responsibility to make your voice heard?</p> <p><i>You have a responsibility to advocate for yourself and others.</i></p> <p>EQ: How do writers support their claim?</p> <p>EU: Effective arguments are determined by the use of the evidence.</p> <p>EU: Does textual based evidence strengthen or weaken an argument?</p> |
| Texts | <ol style="list-style-type: none"> “Eleven” <u>Collections</u>, page 233) “Life Doesn’t Frighten Me,” Maya Angelou “A Night to Remember,” Walter Lord, <u>Collections</u>, page 185 “The Ravine,” Graham Salisbury <u>Collections</u>, page 3 | <ol style="list-style-type: none"> <i>The Watsons Go to Birmingham</i> (historical fiction) “The First Day of School,” R.V. Cassill <u>Collections</u> page 271 | <p><i>Of Thee I Sing A Letter to My Daughters</i> Barack Obama</p> <p>“Tribute to the Dog,” Speech George Graham Vest <u>Collections</u>, page 93</p> | <ol style="list-style-type: none"> “A Voice,” Pat Mora <u>Collections</u>, pages 242-243 “Words Like Freedom,” Langston Hughes, <u>Collections</u>, page 244 |

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| | | | Teacher selected material that will support research as deemed necessary by the instructor. | |
| Increasing Text Complexity (Lexile Bands) | Lexile Level Range (650-1090) | Lexile Level Range (750-1100) | Lexile Level Range (940-1090) | Lexile Level Range (900-1170) Final Exam: “Scholarship Jacket” 750 |
| Content Connections (SS, Science, Math, World Lang, Art, Music, Other) | SS: History (Red Fern set in the 1920) Cultural Connection | | SS: Civil Rights, Freedom, Civic Responsibility Civil Rights Movement, church bombing in Birmingham | SS: Learning from history |
| Reading Standards Across Units | <p>RL6.9: 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.</p> <p>RL6.10: 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.</p> <p>RI6.10: 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> | | | |
| Reading Standards Central to Unit | <p>RL/RI6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL6.5: 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>RL6.9: 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.</p> <p>RI6.5: 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>RI6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> | <p>RL/RI6.2: 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>RL6.3: Describe how a particular story 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/RI6.4: 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>RL.6.9: 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.</p> | <p>RI6.1: 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: 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>RI6.8: 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>RI6.9: 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).</p> | <p>RI/L6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI6.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI6.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI6.8: 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> |

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| | | RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | | |
| Writing Standards Across Units | <p>W6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W6.5: 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.</p> <p>W.6.10: 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 discipline-specific tasks, purposes, and audiences.</p> | | | |
| Writing Standards Central to Unit | <p>W6.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Writing Focus: The Writing Process</p> <p>Personal Narrative: Write a personal narrative about an incident that brought about a personal change.</p> <p>Expository Writing: Teachers may have students respond to the following quote:</p> <p>Eleanor Roosevelt " Do one thing every day that scares you."</p> | <p>W6.4: 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>W6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Writing Focus:</p> <ol style="list-style-type: none">1. Compare the movie to the book2. Extended response: How does Byron change and grow throughout the novel?3. Reflect on the themes we read about this quarter. Chose one that you think is the most important and use evidence to support the theme you selected. | <p>W6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.6: 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>W6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.8: 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>Writing Focus:</p> <ol style="list-style-type: none">1. Formal research paper | <p>W6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Writing Focus:</p> <ol style="list-style-type: none">1. Narrative research with evidence2. Argumentative writing with evidence |
| Speaking/ Listening Standards Across Units | <p>SL6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | | | |

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| Speaking/ Listening Standards Central to Unit | SL6.4: 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. | SL6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | SL6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | SL6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| Language Standards Across Units | L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L6.4: 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. L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | |
| Language Standards Central to Unit | L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, and possessive). L.6.1b: Use intensive pronouns (e.g., myself, ourselves). L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.* video on youtube: http://www.youtube.com/watch?v=Bgaw9qe7DEE Grammar Focus: Subject/Predicate, types of sentences, Nouns, Pronouns, Verbs (action/linking,) adjectives, sentences, capitalization | L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* L.6.1e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* Grammar Focus: adverbs, prepositions, article, interjection, (helping and linking verbs,) fragments, run-ons, possessives | L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* L.6.2b: Spell correctly. Grammar Focus: End marks, abbreviations, commas, quotation marks, semicolon, colon | L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.* L.6.3b: Maintain consistency in style and tone. |
| Learning Targets | I can annotate. I can distinguish between main idea and supporting details. I can write a summary with out including my own opinion. I can reread a text to find more information and clarify ideas. I can read closely and find answers, “right there” that require an inference. I can make an inference. | I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach an inference (claim.) I can analyze the author’s words. I can identify various forms of figurative language. I can distinguish between literal and figurative language. I can analyze why authors choose words and phrases to create an overall feel. | I can determine the credibility of a source. I can gather information needed to support my research. I can define plagiarism. I can determine when my research data or facts must be quoted in my writing. I can avoid plagiarism by paraphrasing or summarizing my research findings. I can provide bibliographic information for sources that I paraphrased or quoted in my writing. | I can identify the side of an argument. I can support my argument with facts. I can evaluate an argument using the evidence the author provides. I can identify claims that are supported by facts and those that are opinions. I can identify the credibility of an author and his/her purpose. I can identify bias. I can write a well-supported argument. |

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| | I can read to determine theme (author’s purpose, author’s claim.) | I can explain how setting helps me understand the text. | I can differentiate between relevant and irrelevant information | |
| Academic Vocabulary | <p>Organization, style, task, author’s purpose, audience, analyze, stanza, line, text structure, literal, annotate, central idea, main idea, supporting details, literary elements, genre, clear, concise, precise</p> <p>Literary Devices/Elements: hyperbole, denotation, connotation, alliteration, metaphor, simile, personification, Plot, conflict</p> | Describe, plot, character, character traits, figurative language, literal language, resolution, connotation, denotative language, tone, imagery, theme, conflict, author’s purpose, evidence, claim, explicit verses inference | Purpose, point of view, bias, fact, opinion, narrator/speaker, perspective, compare, contrast, argument, thesis, research, source, plagiarism, paraphrase, thesis, formal style, credibility, internal citation, informal, evidence, coherence | Arguments, creditability, fact, opinion, claim, evidence, point of view, perspective, bias, citation, paraphrase, summarize |
| Supplemental Texts | <p>Eleanor Roosevelt ” Do one thing every day that scares you.”</p> <p>Teacher/Student Resource: <u>Collections Assessment Book: Analyze the Model</u>, pages 69-74.</p> <p>“My Name” Sandra Cisneros</p> <p>“Matthew Henson, Top of the World”</p> <p><u>Where the Red Fern Grows</u>: Wilson Rawls</p> <p><u>Looking Back</u>, Lois Lowry</p> <p>"Thank You, Ma’am" (fiction) Langston Hughes</p> <p>“On the Titanic, Defined by What they Wore” Guy Trebay, <u>Collections Close Reader</u>, page 53</p> <p>Additional Resources</p> <p>Collections online resources <i>History/A&E Video “Titanic at 100: Mystery Solved “</i></p> <p>Titanic online assessment</p> <p><u>Collections online:</u> Novel Resources, <u>Where the Red Fern Grows</u></p> <p><u>Collections online:</u> Writing as a Process, Narrative writing</p> | <p><u>Journey</u>, Patricia Maclachlan</p> <p>“A Woman Called Truth” (non fiction play)</p> <p><i>The Watsons Go to Birmingham:</i> web qu</p> <p>“Animal Wisdom” Nancy Wood (poem) (<i>new textbook page 100</i>)</p> <p>The Road not Taken,” Robert Frost <u>Collections</u>, page 281</p> <p>“The White Umbrella” Jen Gish <u>Collections Assessment</u> book, Page 89</p> <p>“Six Men and an Elephant” <i>a traditional Indian folk take retold by Joh Godfre Saxe</i> <u>Collections Common Core Assessments</u> page 78</p> <p>“The Red and Blue Coat,” <i>an African folk tale</i> <u>Collections Common Core Assessments</u> page 80</p> <p>“Charles” Shirley Jackson <u>Jr. Great Books</u></p> <p>“Moby-Duck” Book Review, David Holahan <u>Collections Close Reader</u></p> <p>“Animal Wisdom” Nancy Wood (poem) (<i>new textbook page 100</i>)</p> | <p><u>Where the Red Fern Grows</u>, Wilson Rawls</p> <p><u>Journey</u>, Patricia MacLachlan</p> <p>“Black Ships Before Troy” The Story of the Illiad Rosemary Sutcliff <u>Collections</u>, page 313</p> <p>Additional Resources</p> <p><u>Collections online:</u> Conducting research https://my.hrw.com/content/hmof/language_arts/hmhcollections/resources/gr6/digital_lessons_9780544154049/lit_dl_o_g6_o6_o2/index.html</p> <p>Padlet</p> <p>Prezi</p> | <p>“Wild Animals Aren’t Pets,” Editorial by USA Today, <u>Collections</u> page 223</p> <p>“Let People Own Exotic Animals,” Commentary by Zuzana Kukol</p> <p>“Views on Zoos,” <u>Close Reader</u>, pages 63-68</p> |

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