

**GRADE 6 CURRICULUM MAP
2020-2021**

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Close Reading NARRATIVE	Evidence LITERARY ANALYSIS	Understanding Perspective RESEARCH	Decision Making ARGUMENT
End of Unit Performance Task(s)	<p><u>Narrative</u></p> <p>Students will write a first person narrative that embodies a character in one of the required readings in order to advance the plot of the story.</p>	<p><u>Character Analysis</u></p> <p>Students will write an analytical essay that demonstrates how a character from one of the required readings changes over time. Students will consider how this impacts the theme of the text.</p>	<p><u>Nonfiction, Research Oriented Paper</u></p> <p>Students will research a current educational issue. They will synthesize information from a variety of sources, and write the paper using MLA format, demonstrating their understanding of the issue and its impact on society.</p>	<p><u>Argumentative Writing</u></p> <p>Students will complete <i>Collection Four Performance Task</i> pgs 247-250: Present an argument in speech. or <u>Walk Two Moons</u> The title of the book comes from one of the mysterious messages Phoebe finds: "Never judge a man until you've walked two moons in his moccasins." Create an argument that defends this message.</p>
Essential Questions/ Essential Understandings	<p><u>Thematic Essential Question</u> How does personal experience shape an individual?</p> <p><u>Thematic Understanding</u> Perspective impacts meaning. People often learn as they reflect upon their past.</p> <p>Through close reading and annotation, students will gain insight that can deepen understanding.</p>	<p><u>Thematic Essential Question</u> How does life reflect literature?</p> <p><u>Thematic Understanding</u> We can learn and gain a better understanding through literature of how others have dealt with injustice.</p> <p>“Injustice anywhere is a threat to justice everywhere” Martin Luther King</p>	<p><u>Thematic Essential Question</u> How can students use their voices to impact educational decisions and affect change?</p> <p><u>Thematic Understanding</u> Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple credible sources.</p> <p>Writing should be purposely focused, detailed, organized in a way that clearly communicates the ideas to the reader.</p>	<p><u>Thematic Essential Question</u> How does evidence strengthen or weaken an argument?</p> <p><u>Thematic Understanding</u> A successful argument: -contains an engaging introduction that clearly establishes the claim being made. -supports the claim with clear reasons and relevant evidence from credible sources. -establishes and maintains a formal tone.</p>
Texts	<p>REQUIRED: “Eleven” (short story/fiction) Collections, page 233</p> <p>“My Name” (vignette) Sandra Cisneros (excerpt from The House on Mango Street)</p> <p>"Thank You, Ma’am" (short story/ fiction) Langston Hughes (audio) Text (pdf)</p>	<p>REQUIRED: “The Watsons Go to Birmingham-1963” (novel/historical fiction) Christopher Paul Curtis</p> <p>“The First Day of School,” (nonfiction) R.V. Cassill Collections, page 271</p>	<p>REQUIRED: ”Matthew Henson at the Top of the World” Jim Haskins (nonfiction) (African American)</p> <p>“Chief Wilma Mankiller, from Every Day is a New Day” biography by Susannah Abbey Collections Close Reader</p>	<p>REQUIRED: Collections “Making Your Voice Heard” Unit 4 (selected stories)</p> <p>Newsela Article Opinion: “Why kids can be leaders and send powerful messages.”</p> <p>Walk Two Moons, Sharon Creech</p>
Supplemental Texts	<p>“Life Doesn’t Frighten Me,” Maya Angelou Collections (poem) pgs 37 to 38</p> <p>“The Ravine,” (fiction) Graham Salisbury Collections, page 3</p> <p>Journey, (novel) Patricia Maclachlan</p> <p>The Crossover Kwame Alexander</p>	<p>“The Road not Taken,”(poem) Robert Frost Collections, page 281</p> <p>“The White Umbrella” Jen Gish Collections Assessment, page 89</p> <p>“The Red and Blue Coat,” an African folktale Collections Common Core Assessment, page 80</p>	<p>Collections online: Conducting Research</p>	<p>Making Your Voice Heard, Collections Close Reader, Unit 4 (selected text)</p> <p>“Tribute to the Dog” George Graham Vest Collections, page 93</p>

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<p>Reading Standards Across Units</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>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>			
<p>Reading Standards Central to Unit</p>	<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 the 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>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).</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>
<p>Writing Standards Across Units</p>	<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>			

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<p style="text-align: center;">Writing Standards Central to Unit</p>	<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>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>W6.9: Draw evidence from literary, or informational texts to support analysis, reflection, and research.</p>	<p>W6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.6: 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>W6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>W6.8: 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 style="text-align: center;">Speaking/ Listening Standards Across Units</p>	<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>			
<p style="text-align: center;">Speaking/ Listening Standards Central to Unit</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>SL6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p style="text-align: center;">Language Standards Central to Unit</p>	<p>L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>L.6.1b: Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.* video on YouTube: http://www.youtube.com/watch?v=Bgaw9qe7DEE</p>	<p>L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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.*</p>	<p>L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.3b: Maintain consistency in style and tone.</p>	<p>L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>L.6.2b: Spell correctly.</p>

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Grammar Focus	<ul style="list-style-type: none">● subject and predicate● nouns: common and proper● verbs: action, helping, linking● pronouns● capitalization● types of sentences● end punctuation	<ul style="list-style-type: none">● adjectives● prepositions● conjunctions● adverbs● commas● semicolons	<ul style="list-style-type: none">● Research related● In-text citations● Creating a work cited page● citing dialogue	<ul style="list-style-type: none">● Culminating Review
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