

# **Westside Middle School 6th Grade Literacy Curriculum Map 2019-2020**

**Teacher:** Fort & Stoddard **Revised:** 7-17-19



Map is still under construction and will be revised throughout the year.

# WESTSIDE MIDDLE SCHOOL 6TH GRADE LITERACY CURRICULUM MAP

Teacher: Davidson & Fort

## Unit 1

### Courageous Characters

#### Essential Questions:

- How can courageous choices affect the future and the world?
- How are acts of courage revealed in reading and writing?
- How does the writer's word choice affect the reader?

#### STANDARDS / STUDENT LEARNING OBJECTIVES

Content vocabulary within the standard will be taught throughout daily objectives/goals

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 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.

RL.6.3 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.

RL.6.4 Determine the meaning of words and phrases as they are said in a text, including figurative and connotative meanings, analyze the impact of a specific word choice on meaning and tone.

RL.6.5 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.

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

RL.6.9 Compare and contrast texts in a different form or genre

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.

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g. memoir written by and a biography on the same person).

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a 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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

W.6.4 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.)

W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)

W.6.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

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.

***The following are ongoing throughout the year:***

RI.6.10 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.

RL.6.10 By the end of year, read, and comprehend literature, including stories, drama, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1f Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.

L.6.1h Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

L.6.2b Use Punctuation

- Commas
- Parentheses
- Dashes

To set off nonrestrictive/parenthetical elements.

L.6.2c Use commas to set off clauses.

L.6.2d Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3b Maintain consistency in style and tone.\*

### **Vocabulary**

L.6.4 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.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c 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.

L.6.4d 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.6.6 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

### **Speaking & Listening**

SL.6.1 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.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

Activities/Skills	Assessments	Resources	Literary Terms
<ul style="list-style-type: none"> <li>• Active Reading Strategies</li> <li>• Reader Reflections</li> <li>• Vocabulary</li> <li>• Interactive Literature Notebook</li> <li>• Word Study Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• DSA</li> <li>• STAR Reading</li> <li>• Teacher Made Common Assessments</li> <li>• Word Study</li> <li>• Pre Narrative Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/Writing Notebooks</li> <li>• Youtube Book Trailers</li> <li>• Interactive Notebooks</li> <li>• The Pagemaster</li> <li>• Readers Handbook</li> </ul>	cite textual evidence theme plot setting episodes exposition rising action climax falling action resolution tone scene narrator genre compare/contrast narrative sequence dialogue character

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## Unit 2

### **Courageous Characters**

#### **Essential Questions:**

- How can courageous choices affect the future and the world?
- How are acts of courage revealed in reading and writing?
- How does the writer's word choice affect the reader?

#### **STANDARDS / STUDENT LEARNING OBJECTIVES**

Content vocabulary within the standard will be taught throughout daily objectives/goals

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 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.

RL.6.3 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.

RL.6.4 Determine the meaning of words and phrases as they are said in a text, including figurative and connotative meanings, analyze the impact of a specific word choice on meaning and tone.

RL.6.5 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.

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

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g. memoir written by and a biography on the same person).

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a 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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

W.6.4 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.)

W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)

W.6.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

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.

***The following are ongoing throughout the year:***

RI.6.10 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.

RL.6.10 By the end of year, read, and comprehend literature, including stories, drama, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1f Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.

L.6.1h Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

L.6.2b Use Punctuation

- Commas
- Parentheses
- Dashes

To set off nonrestrictive/parenthetical elements.

L.6.2c Use commas to set off clauses.

L.6.2d Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3b Maintain consistency in style and tone.\*

### **Vocabulary**

L.6.4 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.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c 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.

L.6.4d 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.6.6 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

### **Speaking & Listening**

SL.6.1 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.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

Activities/Skills	Assessments	Resources	Literary Terms
<ul style="list-style-type: none"> <li>• Active Reading Strategies</li> <li>• Reader Reflections</li> <li>• Text Evidence</li> <li>• Vocabulary</li> <li>• Interactive Literature Notebook</li> <li>• Show Not Tell</li> <li>• Word Study Journal</li> <li>• <a href="#">“The Road Not Taken”</a> by Robert Frost</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS/DSA</li> <li>• STAR Reading</li> <li>• Teacher Made Common Assessments</li> <li>• Word Study</li> <li>• Pre/Post Narrative Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• “Bud, Not Buddy” by Christopher Paul Curtis</li> <li>• “Esperanza Rising” by Pam Munoz Ryan</li> <li>• “Touching Spirit Bear” by Ben Mikaelson</li> </ul>	cite textual evidence theme plot setting episodes exposition rising action climax falling action resolution tone scene stanza point of view narrator compare/contrast narrative sequence dialogue character sensory language conclusion audience



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## Unit 3

### Individual vs. Society

#### Essential Questions:

How do personal choices impact society?

How can societal rules help or hurt us?

When should one conform to rules or wishes of others?

#### STANDARDS / STUDENT LEARNING OBJECTIVES

Content vocabulary within the standard will be taught throughout daily objectives/goals

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8 Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency evidence.

RL.6.9 Compare and contrast texts in a different form or genre

RL.6.10 By the end of year, read, and comprehend literature, including stories, drama, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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).

RI.6.4 Determine the meaning of words or phrases as they are used in a text, including figurative connotative, and technical meanings.

RI.6.5 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.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7 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.

RI.6.8 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.

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g. memoir written by and a biography on the same person).

RI.6.10 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.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a Introduce claims and organize the reasons and evidence clearly

W.6.1b Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claims and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.

W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.D Use precise language and domain-specific words to inform about or explain the topic.

W.6.2.E Establish and maintain a formal style.

W.6.2.F Provide a concluding statement or section that supports the information or explanation presented.

W.6.4 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.)

W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)

W.6.6 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.

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

W.6.8 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

W.6.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

W.6.9a 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

W.6.9b 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”)

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.

***The following are ongoing throughout the year:***

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., myself, ourselves).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.\*

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.\*

L.6.1f Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.

L.6.1h Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2b Use punctuation

- Commas

- Parentheses
- dashes

To set off nonrestrictive/parenthetical elements.

L.6.2c Use commas to set off clauses.

L.6.2d Spell correctly

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a Vary sentence patterns for meaning, reader/ listener interest, and style.\*

L.6.3b Maintain consistency in style and tone.\*

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a Interpret figures of speech (e.g., personification) in context

L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

### **Vocabulary**

L.6.4 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.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c 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.

L.6.4d 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.6.6 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.

### **Speaking & Listening**

SL.6.1 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.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> <li>• Active Reading Strategies</li> <li>• Reader Reflections</li> <li>• Text Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/Language</li> <li>• STAR Reading</li> </ul>	<ul style="list-style-type: none"> <li>• The Giver by Lois Lowry</li> <li>• Informational Text Graphic Organizer</li> </ul>	argumentative writing relevant evidence claim

<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Interactive Literature Notebook</li> <li>• Show Not Tell</li> <li>• Word Study Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Made Common Assessments</li> <li>• Pre/Post Argumentative Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Scholastic: The Giver Information</a></li> </ul>	plagiarism credible sources biography thesis statement
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## Unit 4

### Overcoming Adversity

#### Essential Questions:

- What does literature teach us about overcoming adversity?
- How are life lessons taught through writing?

#### STANDARDS / STUDENT LEARNING OBJECTIVES

Content vocabulary within the standard will be taught throughout daily objectives/goals

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 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.

RL.6.3 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.

RL.6.4 Determine the meaning of words and phrases as they are said in a text, including figurative and connotative meanings, analyze the impact of a specific word choice on meaning and tone.

RL.6.5 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.

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

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g. memoir written by and a biography on the same person).

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a 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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

W.6.4 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.)

W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)

W.6.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

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.

***The following are ongoing throughout the year:***

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RL.6.10 By the end of year, read, and comprehend literature, including stories, drama, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1f Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.

L.6.1h Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

L.6.2b Use punctuation

- Commas
- Parentheses
- Dashes

To set off nonrestrictive/parenthetical elements.

L.6.2c Use commas to set off clauses.

L.6.2d Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3b Maintain consistency in style and tone.\*

### **Vocabulary**

L.6.4 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.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c 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.

L.6.4d 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.6.6 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.

### **Speaking & Listening**

SL.6.1 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.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

Activities/Skills	Assessments	Resources	Literary Terms
<ul style="list-style-type: none"> <li>Active Reading Strategies</li> <li>Reader Reflections</li> <li>Text Evidence</li> <li>Vocabulary</li> <li>Interactive Literature Notebook</li> <li>Book Tasting</li> <li>Literature Circles <ul style="list-style-type: none"> <li>Skits</li> <li>Google Slides</li> <li>Movie Poster</li> <li>Diorama</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>STAR Reading</li> <li>Teacher Made Common Assessments</li> <li>Post Narrative Writing Prompt</li> <li>ACT Aspire</li> </ul>	<ul style="list-style-type: none"> <li>"War Horse" by Michael Morpurgo</li> <li>"Kensuke's Kingdom" by Michael Morpurgo</li> <li>"Island of the Blue Dolphins" by Scott O'Dell</li> <li>"I am David" by Anne Holm</li> <li>Petey by Ben Mikaelson</li> <li>"Ruby Holler" by Sharon Creech</li> <li>"Touching Spirit Bear" by Ben Mikaelson</li> <li>"Nine Days a Queen" by Ann Rinaldi</li> <li>"Star Girl" by Jerry Spinelli</li> <li>"Hatchet" by Gary Paulson</li> </ul>	<ul style="list-style-type: none"> <li>cite</li> <li>textual evidence</li> <li>theme</li> <li>plot</li> <li>setting</li> <li>episodes</li> <li>exposition</li> <li>rising action</li> <li>climax</li> <li>falling action</li> <li>resolution</li> <li>tone</li> <li>scene</li> <li>stanza</li> <li>point of view</li> <li>narrator</li> <li>genre</li> <li>compare/contrast</li> <li>drama</li> <li>narrative</li> </ul>

		<ul style="list-style-type: none"><li>• “Rain, Reign” by Ann Martin</li><li>• “Unstoppable” by Tim Green</li><li>• “Refugee” by Alan Grotz</li></ul>	sequence dialogue character sensory language conclusion audience questioning
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