

GRADE 6 ENGLISH/LANGUAGE ARTS CURRICULUM

Course 50600

Sixth grade students read and comprehend more complex fiction and non-fiction texts. In Sixth grade, students will analyze and use information from different media. They will write in response to texts, analyzing them for main idea, theme, character development, author's purpose, and point of view. Statements and writings about texts should be supported with details from the specific texts. They will also evaluate author's claims and compare texts on similar topics. Students should have command of language conventions. They will increase their knowledge of grade appropriate vocabulary and correct spelling of grade appropriate words.

GRADE SIX ENGLISH/LANGUAGE ARTS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul style="list-style-type: none">• Determine central idea or theme of a text and how the author conveys that through particular details.• Cite text evidence and detail to support your analysis of a text, determining the author's point of view and analyzing the author's use of structure.• Acquire and use grade appropriate academic and domain specific vocabulary.• 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.• Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.• Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none">• Determine the meaning of words from context and word analysis.• Integrate information from different media or formats to develop a coherent understanding of a topic or issue.• Evaluate an author's argument by examining claims and compare two author's claims on similar information or topic.• Determine an author's purpose and analyze how he uses structure to develop his theme. Use details from the text to support your statements.• Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.• Write informative/explanatory texts developing the topic with facts, details, quotations, and graphics.• Write using precise language, varying sentence types, a consistent voice, and a formal	<p>End-of-Unit Benchmark Assessments</p> <p>End of the Year Benchmark Assessment</p>	1-year	<u>Reading Street</u>

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GRADE SIX ENGLISH/LANGUAGE ARTS MAP:

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1 (Weeks 1-6)	<ul style="list-style-type: none"> What draws us to people and things around us and makes us care? 	Setting and Plot Cause and Effect Synonyms Four Kinds of Sentences Character and Theme Inferring Greek and Latin Roots Subjects and Predicates Compare and Contrast Summarize Character Unfamiliar Words Independent and Dependent Clauses Fact and Opinion Important Ideas Graphic Sources Compound and Proper Nouns Compound and Complex Sentences Author's Purpose	<ul style="list-style-type: none"> How can we help protect those we love? Why should we care about people we don't know? How do we learn to connect with others in a new place? Why is it important to care about nature? What is the bond between animals and humans? 	CC.1.2.6.A Determine the 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. CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.3.6.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. CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard"	<ul style="list-style-type: none"> Students will understand that protecting people we love means intervening when they are in danger, when you love someone, you want to protect him or her, and people and animals can be heroes. Students will understand that it's important to take time to get to know people, sharing experiences can make them even better, and we should be open to new experiences. Students will understand that moving to a new place can be difficult, connecting with others can help make transitions easier, and caring for others can help us feel better about ourselves. Students will understand that we need to understand the effects of our actions on nature, we should not disrupt ecosystems, and 	Small Groups with Leveled Readers Read Directions Aloud Read Reading Street Sleuth Reteach Independent Practice Stations Practice, Reteach, Extend Amazing Words Practice, Reteach, Extend Selection Vocabulary Practice, Reteach, Extend Writing Reread the Weekly Story	Week 1 Old Yeller Spelling Test and Reading Test Week 2 Mother Fletcher's Gift Spelling and Reading Test Week 3 Viva New Jersey Spelling and Reading Test Week 4 Saving The Rainforest Spelling and Reading Test Week 5 Hachiko: The True Story of a Loyal Dog Spelling and Reading Test

		Questioning		when reading the text to what is perceived when listening or watching.	<p>we need to conserve Earth's resources.</p> <ul style="list-style-type: none"> Students will understand that animals deserve to be treated with kindness, people can observe an animal to better understand it, animals will be loyal and respectful to those who treat them well 		
Unit 2 (Weeks 7-12)	<ul style="list-style-type: none"> Why might things far away and long ago be important to us now? 	<p>Main Idea and Details</p> <p>Monitor and Clarify</p> <p>Generalize</p> <p>Greek and Latin Roots</p> <p>Background Knowledge</p> <p>Graphic Sources</p> <p>Suffixes -ful, -ly, -al</p> <p>Regular and Irregular Plural Nouns</p> <p>Possessive Nouns</p> <p>Graphic Sources</p> <p>Text Structure</p> <p>Compare and Contrast</p> <p>Unknown Words</p> <p>Story Structure</p> <p>Sequence</p>	<ul style="list-style-type: none"> Why is it important to know about the universe? What can we learn about the past by examining its relics? Why is it important to learn about America's past? How can a focus on the future help us imagine new possibilities? Why is it important to understand ancient civilizations? Why might things far away and long ago be important to us now? 	<p>CC.1.2.6.A Determine the 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>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p>	<ul style="list-style-type: none"> Students will understand that learning about the universe helps us understand our planet, teaches us about our solar system, and helps us continue to make discoveries. Students will understand that relics show us how people used to live, tell a story about past cultures, and are examples of craftsmanship from long ago. Students will understand that learning about the past teaches us about ourselves, helps us better understand others, and leads to new discoveries. Students will understand that the future holds infinite possibilities, is shaped by what 	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p>	<p>Week 1 The Universe Spelling Test and Reading Test</p> <p>Week 2 The Emperor's Silent Army Spelling Test and Reading Test</p> <p>Week 3 Stones, Bones, and Petroglyphs Spelling Test and Reading Test</p> <p>Week 4 Good-bye to the Moon Spelling Test and Reading Test</p> <p>Week 5 Egypt Spelling Test and Reading Test</p>

		Summarize Greek and Latin Roots		<p>CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p> <p>CC.1.2.6.J 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>CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p>	<p>we do today, and can be defined by our imagination.</p> <ul style="list-style-type: none"> Students will understand that learning about ancient civilizations helps us identify past successes, helps us avoid future mistakes, and teaches us about human nature. 		
Unit 3 (Weeks 13-18)	<ul style="list-style-type: none"> How are the results of our efforts sometimes greater than we expect? 	<p>Sequence</p> <p>Background Knowledge</p> <p>Plot</p> <p>Word endings -ed, -ing</p> <p>Principal parts of regular verbs</p> <p>Generalize</p> <p>Questioning</p> <p>Draw Conclusions</p> <p>Suffixes -ic, -ous, -ation</p>	<ul style="list-style-type: none"> How does facing challenges help us learn about ourselves? How can our determination affect our ability to succeed? Why is it important to stay calm during a crisis? How do we demonstrate trustworthiness? What obstacles do we face in our daily lives? 	<p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.</p>	<ul style="list-style-type: none"> Students will understand that challenges are opportunities for growth, teach us about ourselves, and make us stronger. Students will understand that determination is sometimes ridiculed by others, helps you achieve your dreams, and helps you overcome obstacles. Students will understand that staying calm in a 	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p>	<p>Week 1 - Hatchet Spelling and Reading Test</p> <p>Week 2 - When Marian Sang Spelling and Reading Test</p> <p>Week 3 - Learning to Swim Spelling and Reading Test</p> <p>Week 4 - Juan Verdes: The Man Who Couldn't Tell a Lie Spelling and Reading Test</p>

		Principal parts of irregular verbs Predict and Set Purpose Verbs, Objectives, and Subject Complements Synonyms Visualize Cause and Effect Troublesome Verbs Story Structure Antonyms Prepositions		CC.1.2.6.G 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. CC.1.2.6.J 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. CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	crisis helps you make clear decisions, helps calm the people around you, and is the best way to find a solution. <ul style="list-style-type: none"> Students will understand that trust is something you earn, is an important part of any relationship, and means having confidence in someone. Students will understand that obstacles can be overcome, make you stronger, and are a part of life. 	Practice, Reteach, Extend Writing Reread the Weekly Story	
Unit 4 (Weeks 19-24)	<ul style="list-style-type: none"> How have those who've gone first influenced those who have gone after? 	Cause and Effect Important Ideas Main Idea and Details Unfamiliar Words Author's Purpose Text Structure Fact and Opinion Unknown Words Inferring	<ul style="list-style-type: none"> What drives people to explore harsh climates and dangerous places? Why is it important to study animals responsibly? What does it mean to be a pioneer? Why do explorers seek out other worlds? How do inventions happen? How have those who've gone first influenced those who've gone after? 	CC.1.2.6.A Determine the 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. CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	<ul style="list-style-type: none"> Students will understand that explorers often put themselves in danger, need to have survival skills, and must plan for harsh conditions. Students will understand that animals are sometimes mistreated by humans, are used in medical studies, and should be respected. 	Small Groups Read Directions Aloud Extended time Independent Practice Stations Practice, Reteach reading, vocabulary, and/or writing Reread ELL	Week 1 Into the Ice: The Story of Arctic Exploration Spelling Test and Reading Test Week 2 The Chimpanzees I love: Saving Their World and Ours Spelling Test and Reading Test Week 3 Black Frontiers Spelling Test and Reading Test Week 4 Deep-Sea

		<p>Draw Conclusions</p> <p>Predict and Set Purpose</p> <p>Plot</p> <p>Multiple-Meaning Words</p> <p>Prefixes re-, pro-, trans-</p>		<p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.</p> <p>CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p> <p>CC.1.2.6.J 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>CC.1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard"</p>	<ul style="list-style-type: none"> • Students will understand that pioneers pave the path for those who arrive later, face challenges that others haven't faced before, and overcome hardships to start new communities. • Students will understand that exploration leads to discoveries, helps us understand our world, and requires courage. • Students will understand that inventions often require years of experimentation, lead to other inventions, and can change the way we live. 		<p>Danger Spelling Test and Reading Test</p> <p>Week 5 Inventing the Future: A Photo biography of Thomas Alva Edison</p>
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				when reading the text to what is perceived when listening or watching.			
Unit 5 (Weeks 17-20)	<ul style="list-style-type: none"> What are resources and why are they important to us? 	<p>Literary Elements - Plot and Theme</p> <p>Summarize</p> <p>Cause and Effect</p> <p>Antonyms</p> <p>Contractions and Negatives</p> <p>Fact and Opinion</p> <p>Text Structure</p> <p>Sequence</p> <p>Homonyms</p> <p>Adjectives and Articles</p> <p>Story Structure</p> <p>Main Idea and Details</p> <p>Background and Knowledge</p> <p>Unfamiliar Words</p> <p>Sequence</p> <p>Monitor and Clarify</p> <p>Adverbs</p>	<ul style="list-style-type: none"> How can different generations be resources? How can we combine our resources to make change? How can stories be used to explain the working of nature? How do we decide the value of different resources? How are people rethinking Earth's resources? 	<p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p>	<ul style="list-style-type: none"> Students will understand that family members serve as important role models to each other, possess knowledge and experience, and share a common history. Students will understand that people can combine their resources to solve problems can accomplish great things together, and can show strength without using violence. Students will understand that throughout history people have tried to understand the workings of nature, people have created stories to explain the workings of nature, and people pass down stories through oral retellings. Students will understand that natural resources are a part of our daily lives, are often valued according to their availability, and may have more than one purpose. Students will understand taht 	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p>	<p>Week 1 - The View from Saturday Spelling and Reading Test</p> <p>Week 2 - Harvesting Hope: The Story of Cesar Chavez Spelling and Reading Test</p> <p>Week 3 - The River That Went to the Sky: A Story from Malawi Spelling and Reading Test</p> <p>Week 4 - Gold Spelling and Reading Test</p> <p>Week 5 - Greensburg Goes Green Spelling and Test</p>

					going green helps protect the Earth's resources, means finding new sustainable energy sources, and creates a healthier environment.		
Unit 6 (Weeks 25-30)	<ul style="list-style-type: none"> In what ways does one culture affect another? 	<p>Author's Purpose</p> <p>Questioning</p> <p>Compare and Contrast</p> <p>Prefixes re-, mis-</p> <p>Graphic Sources</p> <p>Predict and Set Purpose</p> <p>Draw Conclusions</p> <p>Unfamiliar Words</p> <p>Modifiers</p> <p>Conjunctions</p> <p>Inferring</p> <p>Multiple-Meaning Words</p> <p>Commas</p> <p>Quotations and Quotation Marks</p> <p>Punctuation</p> <p>Generalize</p> <p>Visualize</p> <p>Synonyms</p>	<ul style="list-style-type: none"> How can stories from the past influence our imaginations? How have ancient cultures influenced modern ones? How can we understand and appreciate our cultural differences? Must cultural differences lead to conflict? How can migration affect a culture? In what ways does one culture affect another? 	<p>CC.1.2.6.A Determine the 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>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.</p> <p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.2.6.G Integrate information</p>	<ul style="list-style-type: none"> Students will understand that stories from the past can spark our imaginations, can help us see things in new ways, and can inspire adventures. Students will understand that ancient Greece influenced our modern system of government, laid the groundwork for modern fields of study, and built many structures that still stand today. Students will understand that learning about customs can help us understand other cultures, is one way to bridge cultural differences, and can help us avoid misunderstandings Students will understand that cultural conflicts have existed for centuries, can lead to war, and can destroy whole societies. Students will understand that migration brings 	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p>	<p>Week 1 Don Quixote and the Windmills Spelling Test and Reading Test</p> <p>Week 2 Ancient Greece Spelling Test and Reading Test</p> <p>Week 3 The All-American Slurp Spelling Test and Reading Test</p> <p>Week 4 The Aztec News Spelling Test and Reading Test</p> <p>Week 5 Where Opportunity Awaits Spelling Test and Reading Test</p>

				<p>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.</p> <p>CC.1.2.6.J 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>CC.1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.6.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>CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p>	<p>customs and skills to new places, affects the customs and traditions of those who relocate, and can lead to new customs and traditions.</p>		
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