

6<sup>th</sup> Grade Language Arts

Curriculum Map

Kristine Gillette

**Unit 1**

**Time:** *August/September*

**Standards Taught**

- 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text
- 6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RL.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.
- 6.RL.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.
- 6.RL.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.
- 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.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.
- 6.RL.9 Compare and contrast texts in different forms or genres
- 6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints
- 6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text
- 6.RI.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.
- 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RI.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.
- 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 6.RI.7 Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue
- 6.RI.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.
- 6.RI.9 Compare and contrast two authors' presentations of events on the same topic.
- 6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.
- 6.W.1 Write arguments to support claims with clear reasons and relevant evidence
- 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach
- 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- 6.W.8 Gather relevant information from multiple print and digital sources.
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-

specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.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.
- 6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.SL.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.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.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
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.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.

<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<p>Students who needed the extra help received guidance from our Title I teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level. ELL Scaffolds are also available.</p>	<p>Each student has their own individual desk. Tables are available for group work and projects. Expectations and procedures are clearly orally state and written on board.</p>	<ul style="list-style-type: none"> <li>• <i>Working in word notebooks</i></li> <li>• <i>Completing writings in writing notebook</i></li> <li>• <i>Using the writing process</i></li> <li>• <i>Participating in class discussions</i></li> <li>• <i>Learning to be an effective listener</i></li> <li>• <i>Develop research skills</i></li> <li>• <i>Reading independently</i></li> <li>• <i>Working with a partner/small group</i></li> <li>• <i>Developing independent reading skills</i></li> </ul>
<p style="text-align: center;"><b>Relevance</b></p> <p>The students will use these skills to improve their reading comprehension. They will work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills. Students will develop skills in conducting class discussions. Students will increase their knowledge of types of sentences.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>Narrative Nonfiction  Informational text  Context Clues  Synthesize Information  Subject - Complete/Simple  Predicate -Complete/Simple  Personal narrative  Realistic fiction  Inference  Metaphors  <i>Similes</i>  Sentence  Fragment  Declarative, Interrogative, Imperative and Exclamatory  Interjection  <i>Argumentative text</i>  <i>Main idea/detail</i>  <i>Sequence</i>  <i>Imagery</i>  <i>Author's Perspective</i>  <i>Character, Setting, Plot</i>  <i>Visualize</i>  <i>Dialogue</i></p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Daily lesson sheets  Class discussion  Teacher observation  Writing notebook  Weekly tests  Unit test  Spelling tests</p> <p>Personal narrative writing about a Natural disaster</p> <p>A personal essay about an experience that made them see something in a new way</p> <p>Opinion essay on an inspirational person they would like to see on U.S currency</p>

	<i>Independent, Dependent, Subordinating Clauses Complex Sentence Cause and Effect Run-On Sentence Comma Splice</i>	
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**Essential Questions:**

- *How do you site relevant evidence from a text?*
- *How do you make inferences to support understanding?*
- *What is the author’s purpose?*
- *How do you identify main ideas and details?*
- *How do authors use print and graphic features to achieve the purpose of their writing?*
- *How do authors use text features such as maps and models?*
- *What are the different types of sentences?*
- *What is the difference between a sentence and a fragment?*
- *What is the difference between a subject and a predicate?*
- *What is the plot of the story?*
- *How do you identify and distinguish a metaphor from a simile?*
- *How is dialogue used in a story to help understanding?*
- *What is the difference between cause and effect?*
- *How does rereading a text help in comprehension?*
- *How do you compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text.*
- *How do you read fluently with proper phrasing, expression, and intonation?*
- *How do you identify run-on sentences and comma splices?*
- *How do you identify an author’s point of view?*
- *How do you combine sentences?*
- *How do you identify complex sentences including clauses?*

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- 6.W.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 produce writing with a minimum of two-three pages in a single sitting.
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		<ul style="list-style-type: none"> <li>• <i>Reading independently</i></li> <li>• <i>Working with a partner/small group</i></li> <li>• <i>Reader's Theater</i></li> <li>• <i>Developing independent reading skills</i></li> </ul>
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<b>Relevance</b>	<b>Vocabulary</b>	<b>Assessments</b>
<p>The students will use these skills to improve their reading comprehension. They will work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills. Students will develop skills in conducting class discussions. Students will improve their usage of nouns.</p>	<p>Common noun  Proper noun  Collective Noun  Possessive Noun  Appositives  Colons  Dashes  Connotation  Denotation  Historical Fiction  Compare and contrast  Expository text  Poetry  Sonnet  Lyric Poetry  Meter  Rhyme scheme  Personification  Theme  Onomatopoeia  Greek and Latin Roots  Inflectional Endings  Closed and open syllables</p>	<p>Daily lesson sheets  Class discussion  Teacher observation  Writing notebook  Weekly tests  Unit test  Spelling tests  Fluency tests  Write an explanatory Essay  Write a formal Letter</p>

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do you site evidence from a text?</li> <li>• How do you make inferences to support understanding?</li> <li>• What is the main idea and details of a text?</li> <li>• What is the difference between a common and proper noun?</li> <li>• What is the difference between a singular, plural, collective, and possessive noun?</li> <li>• What is the purpose of text features?</li> </ul>
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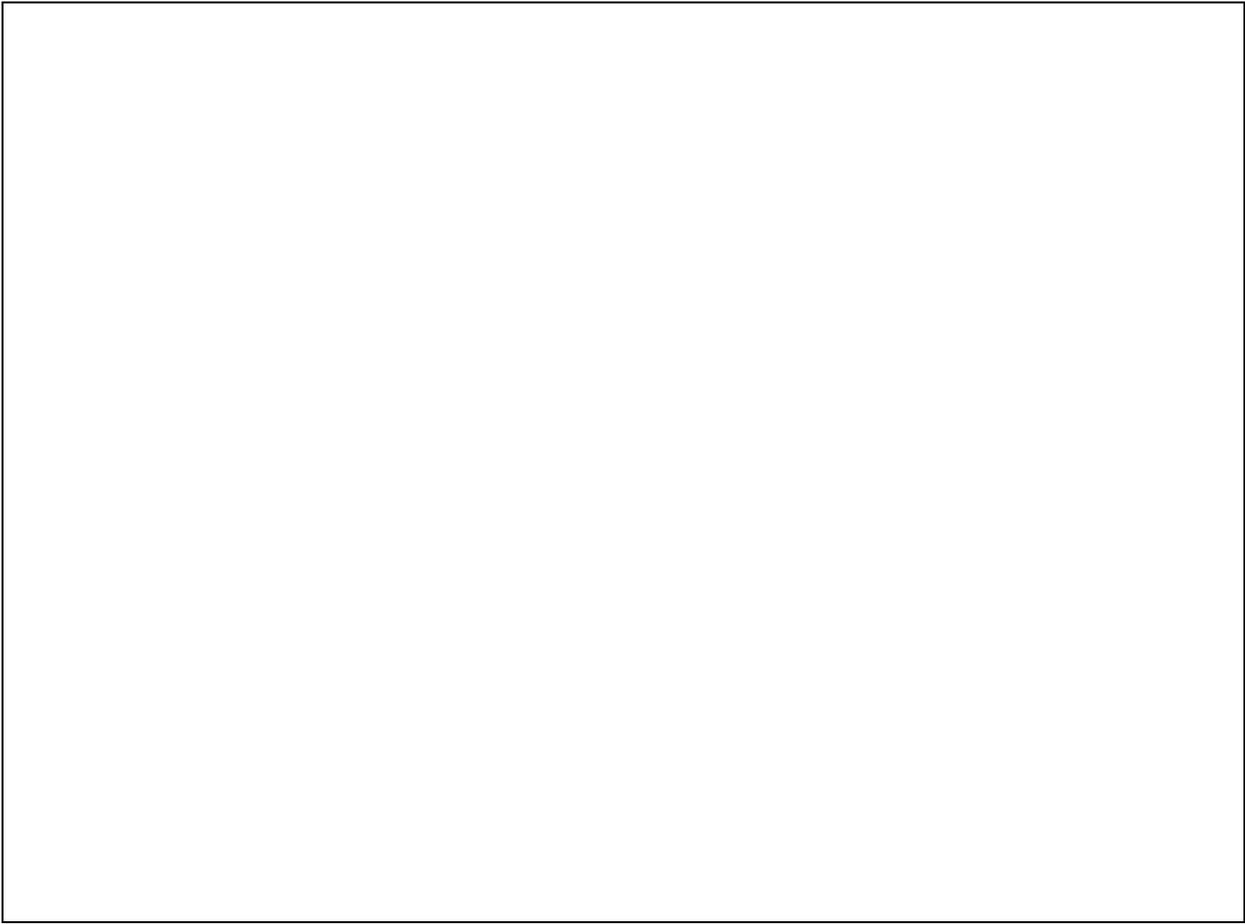
- What is onomatopoeia?
- What are the parts of a drama and what is their purpose?
- What is a sonnet?
- What is Lyric Poetry?
- How do you summarize a text using logical time order?
- What is meter?
- What is rhyme scheme?
- What is the difference between an open and closed syllable?
- What are appositives?
- What is personification?
- What are the features of historical fiction?

**Unit 3****Time:** *November/December***Standards Taught**

- 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text
- 6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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- 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
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- 6.W.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 produce writing with a minimum of two-three pages in a single sitting.
- 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- 6.W.8 Gather relevant information from multiple print and digital sources.

- 6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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- 6.SL.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.
- 6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
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		<ul style="list-style-type: none"> <li>• <i>Learning to be an effective listener</i></li> <li>• <i>Writing a book review</i></li> <li>• <i>Writing an argument essay</i></li> <li>• <i>Develop independent reading skills</i></li> </ul>
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Relevance	Vocabulary	Assessments
<p>The students will use these skills to improve their reading comprehension. They will work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills. Students will develop skills in conducting class discussions. Students will develop their skills working with verbs and subject verb agreement.</p>	<p><i>Realistic fiction</i>  Foreshadowing  <i>Realistic Fiction</i>  Narrative Nonfiction  Argumentative Text  Synonyms  Antonyms  Main verb  Action Verb  Helping verb  Linking verb  Direct Objects  Indirect Objects  Verb Tenses  Irregular Verbs  Subject/Verb Agreement  Quotation Marks  Contractions  Argumentative text  Opinion essay  Sequence  Setting  Theme  Greek and Latin roots  Prefixes and Suffixes  Main Ideas and details</p>	<p><i>Daily lesson sheets</i>  <i>Class discussion</i>  <i>Teacher observation</i>  <i>Writing notebook</i>  <i>Weekly tests</i>  <i>Unit test</i>  <i>Spelling tests</i>  <i>Fluency tests</i></p> <p>Write a book Review  Write an Argument Essay</p>

**Essential Questions:**

- How do you cite evidence from a text?
- How do you make inferences to support understanding?
- How do you summarize a text using logical time order?
- What is the author's purpose?
- How does rereading a text help in comprehension?
- What is an action verb?
- What are verb tenses?
- How do we use main and helping verbs?
- What is a linking verb?
- What are irregular verbs?
- How does understanding an author's point of view play a role in the understanding of a text?
- How does an author use foreshadowing to aid in comprehension?
- How do maps and headings aid in comprehension?
- What are contractions?
- What is an argumentative text?
- What are quotation marks and how are they used?
- What is theme?
- What is setting and how does it relate to the story?
- What is the main idea and key details for the text?
- How does knowing about synonyms and antonyms help with understanding?
- How do prefixes and suffixes change the meanings of words?

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- 6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.
- 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach
- 6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.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.
- 6.SL.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.

- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.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
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.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.

<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<p>Students who needed the extra help received guidance from our Title I teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level. ELL Scaffolds are also available.</p>	<p>Each student has their own individual desk. Tables are available for group work and projects. Expectations and procedures are clearly orally state and written on board.</p>	<ul style="list-style-type: none"> <li>• <i>Working in word notebooks</i></li> <li>• <i>Working on fluency</i></li> <li>• <i>Completing writings in writing notebook</i></li> <li>• <i>Using the writing process</i></li> <li>• <i>Participating in class discussions</i></li> <li>• <i>Learning to be an effective listener</i></li> <li>• <i>Developing independent reading skills</i></li> <li>• <i>Perform reader's theater</i></li> </ul>

Relevance	Vocabulary	Assessments
<p>The students will use these skills to improve their reading comprehension. They will work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills. Students will develop skills in conducting class discussions. Students will develop their skills working with pronouns and pronoun verb agreement.</p>	<p>Biography Expository Text Idioms Hyperbole Pronoun Antecedent Author's Purpose Drama Homophones Predictions Synonyms Imagery Pronoun-Verb Agreement Possessive pronoun Graphic Novel Narrative poetry Theme Stanza Repetition Free Verse Figurative Language Assonance Alliteration Tone Primary and Secondary Sources Homographs</p>	<p>Daily lesson sheets Class discussion Teacher observation Writing notebook Weekly tests Unit test Spelling tests Fluency tests Writing a fictional narrative Writing a narrative poem</p>

**Essential Questions:**

- How do you cite evidence from a text?
- How do you make inferences to support understanding?
- How does rereading a text help in comprehension?
- What is a biography?
- What is hyperbole?
- What are idioms?
- How does context help in understanding the meaning of homophones?
- What is the appropriate pronoun for an antecedent?
- What are the different types of pronouns?
- What is free verse?
- What is the point of view of the story?
- How do you identify, confirm, and revise a prediction?
- How does the setting and dialogue help develop the plot?
- What is a possessive pronoun?
- What is the theme of a story or poem?
- What is alliteration?
- What is the stanza and repetition of a poem?
- What is assonance?
- How does determining author's purpose help with comprehension?
- What is a graphic novel?
- What are the components of a drama?
- What is an opera?
- How are homophones and homographs similar/different?

**Standards Taught**

- 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text
- 6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RL.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.
- 6.RL.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.
- 6.RL.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.
- 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.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.
- 6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.
- 6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints
- 6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text
- 6.RI.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.
- 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RI.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.
- 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 6.RI.7 Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue
- 6.RI.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.
- 6.RI.9 Compare and contrast two authors' presentations of events on the same topic.
- 6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.
- 6.W.1 Write arguments to support claims with clear reasons and relevant evidence
- 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach
- 6.W.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 produce writing with a minimum of two-three pages in a single sitting.
- 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

- 6.W.8 Gather relevant information from multiple print and digital sources.
- 6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.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.
- 6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.SL.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.
- 6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.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
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- 6.L.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.

<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<p>Students who needed the extra help received guidance from our Title I teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level. ELL Scaffolds are also available.</p>	<p>Each student has their own individual desk. Tables are available for group work and projects. Expectations and procedures are clearly orally state and written on board.</p>	<ul style="list-style-type: none"> <li>• <i>Working in word notebooks</i></li> <li>• <i>Working on fluency</i></li> <li>• <i>Completing writings in writing notebook</i></li> <li>• <i>Using the writing process</i></li> <li>• <i>Participating in class discussions</i></li> <li>• <i>Learning to be an effective listener</i></li> <li>• <i>Developing independent reading skills</i></li> </ul>

Relevance	Vocabulary	Assessments
<p>The students will use these skills to improve their reading comprehension. They will work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills. Students will develop skills in conducting class discussions. Students will develop research skills.</p>	<p>Context Clues Cause and Effect Homographs Sequence Historical Fiction Folktale Adages, Proverbs Puns Setting Plot Author's Purpose Connotations Denotations Argumentative Text Expository Text Genre Hyphens Semicolons Adjective Articles Diagrams Opinion</p>	<p>Daily lesson sheets Teacher observation Writing notebook Weekly tests Unit test Spelling tests Fluency tests Writing an opinion essay Writing a history research report Writing a science research report</p>

**Essential Questions:**

- How do you cite evidence from a text?
- How do you make inferences to support understanding?
- How does rereading a text help in comprehension?
- How do you summarize a text using logical time order?
- What is the author's purpose for writing the story?
- How can sidebars, maps, photographs, and captions help us to better understand the story?
- What is an expository text?
- What are puns?
- What are adages?
- What are proverbs?
- How do you use adjectives correctly?
- What is an article?
- What is Historical Fiction?
- What is the difference between comparative and superlative adjectives?
- What is connotation and denotation?
- What is realistic fiction?
- What are folktales?
- Why is important to understand cause and effect?

**Standards Taught**

- 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text
- 6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RL.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.
- 6.RL.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.
- 6.RL.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.
- 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.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.
- 6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.
- 6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints
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- 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- 6.RI.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.
- 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 6.RI.7 Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue
- 6.RI.9 Compare and contrast two authors' presentations of events on the same topic.
- 6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.
- 6.W.1 Write arguments to support claims with clear reasons and relevant evidence
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- 6.W.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 produce writing with a minimum of two-three pages in a single sitting.
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- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.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.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.SL.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.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.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
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.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.

<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<p>Students who needed the extra help received guidance from our Title I teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level. ELL Scaffolds are also available.</p>	<p>Each student has their own individual desk. Tables are available for group work and projects. Expectations and procedures are clearly orally state and written on board.</p>	<ul style="list-style-type: none"> <li>• Working in word <i>notebooks</i></li> <li>• <i>Working on fluency</i></li> <li>• <i>Completing writings in writing notebook</i></li> <li>• <i>Using the writing process</i></li> <li>• <i>Participating in class discussions</i></li> <li>• <i>Learning to be an effective listener</i></li> <li>• Developing independent reading skills</li> </ul>

Relevance	Vocabulary	Assessments
<p>The students will use these skills to improve their reading comprehension. They will work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills. Students will develop skills in conducting class discussions. Students will increase their usage of adverbs and adjectives.</p>	<p>Myth  Expository Text  Domain Specific Vocabulary  Main idea and Key Details  Hyperbole  Adverbs  Adjectives  Greek and Latin Affixes  Mystery  Negatives  Double Negatives  Ode  Mood  Narrative poetry  Theme  Imagery  Repetition  Free Verse  Figurative Language  Semicolon  Alliteration  Tone  Primary and Secondary Sources  Quotation Marks  Colon  Lyric Poetry  Dashes  Parentheses  Prepositions</p>	<p>Daily lesson sheets  Class discussion  Teacher observation  Writing notebook  Weekly tests  Unit test  Spelling tests  Fluency tests  Writing a fictional narrative  Writing a narrative poem</p>

**Essential Questions:**

- How do you cite evidence from a text?
- How do you make inferences to support understanding?
- How does rereading a text help in comprehension?
- What are prepositions?
- What is hyperbole?
- What are idioms?
- How does context help in understanding the meaning of homophones?
- What is the appropriate pronoun for an antecedent?
- What are the adverbs?
- What is free verse?
- What is the point of view of the story?
- How do you identify, confirm, and revise a prediction?
- How does the setting and dialogue help develop the plot?
- What is the theme of a story or poem?
- What is tone?
- What are colons and semicolons?
- What is the mood of the story?
- How does determining author's purpose help with comprehension?
- What is an ode?
- What are the components of a drama?
- What are Greek and Latin Affixes?
- How are homophones and homographs similar/different?