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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  6th Grade ELA Curriculum Map – 1st Quarter | **Resources** | **Vocabulary** |
| **Reading - Literature** | **Key Ideas and Details** | RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **On-going** | \* I can define textual evidence. \* I can cite evidence to support my analysis. |  | Cite,  analysis, inferences, explicitly |
| 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.  **On-going** | \* I can define theme or central idea of a text. \* I can define summary. \* I can summarize a text without adding my personal opinion or judgment. | Scout's Honor The School Play | define, theme summary, plot, compose, |
| 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.  **On-going** | \* I can identify elements of plot. \* I can explain how plot develops. \* I can determine qualities of  characters. \* I can explain how characters respond to change. | Scout's Honor The School Play | plot, develops, episodes, resolution, rising action, climax, falling action |
| **Craft & Structure** | RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.  **On-going** | \* I can classify point of view. \* I can analyze how the author develops point of view. | The Red Guards from  Red Scarf Girl | classify, point of view, narrator |
| **Integration of Knowledge & Ideas** | RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **On-going** | \*I can explain, compare and contrast different text forms and genres. | Nadia the Willful | compare, contrast, historical novels, fantasy, themes, genres, topics |
| **Reading – Informational Text** | **Key Ideas & Details** | RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **On-going** | \*I can define textual evidence and inference, \*I can analyze author's words and  textual evidence. \* I can cite textual evidence to support my analysis of the text. \* I can cite textual evidence to support inferences I drew from the text. | The Jacket | textual evidence,  inference, cite, |
| **Craft & Structure** | RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **On-going** | \*I can identify and define forms of figurative and literal language. \* I can determine the connotative (vs. denotative) meaning of words as they are used in the text. \* I can determine the technical meanings of words. | The Jacket | figurative  language, literal language, connotative meaning, denotative meaning, technical meaning |
| **Reading – Informational Text** | **Craft & Structure** | 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. **On-going** | \* I can dissect a text and find meaningful sentences, paragraphs, chapters, and/or sections.  \* I can determine how these text parts fit in the structure of the text. \* I can determine how these text parts contribute to the development of ideas. | The Jacket | structure,  development of 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. **On-going** | \* I can determine an author's point of view.  \* I can determine an author's purpose.  \* I can explain how an author's point of view and/or purpose are conveyed in the text. |  | point of view,purpose, conveyed |
| **Integration of Knowledge & Ideas** | 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. **On-going** | \* I can integrate (put together) information presented in various media or formats to help me clearly understand a topic or issue. |  | integrate, media, coherent |
| **Writing** | **Text Types & Purposes** | W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. | \* I can clearly introduce claims  as I write.  \* I can use relevant evidence to support my claims. \* I can organize reasons and evidence to support my claims. | www.readwritethink.org www.writingfix.com | introduce, relevant, evidence, claim, organize |
| W.6.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | \* I can support may claims withclear reasons and relevant evidence.  \* I can tell the difference between credible sources and non-credible sources.\* I can use credible sources to find evidence to support my claim.  \* My writing demonstrates an understanding of the topic. | www.readwritethink.orgwww.writingfix.com | support, claims, relevant, reasons, evidence, credible, non-credible, sources, |
| W.6.1 Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | \*I can choose and use words, phrases, and clauses that best show a connection between my claims and reasons. | www.readwritethink.org www.writingfix.com | phrases,  clauses, connection, |
| **Writing** | **Text Types & Purposes** | W.6.1 Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style. | \* I can establish and maintain a  formal style. (vs. using informal language.) | www.readwritethink.org www.writingfix.com | formal, informal |
| W.6.1 Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from the argument presented. | \* I can write a concluding statement or section that follows the argument I presented. | www.readwritethink.orgwww.writingfix.com | Concluding statement, concluding section, argument |
| W.6.3Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. **On-Going** | \* I can write a narrative to develop real or imagined experiences or events. \* I can engage and orient the reader by establishing a context. \* I can engage and orient the reader by introducing a narrator and/or characters. \* I can engage and orient the reader by organizing an event sequence that unfolds naturally and logically. |  | narrative, engage, orient, establishing, context, narrator, sequence |
| W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **On-going** | \* I can use narrative techniques to develop experiences, events and/or characters. (e.g., dialogue, pacing, description) |  | narrative  techniques, dialogue, pacing, description |
| **Writing** | **Text Types and Purposes** | W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  **On-Going** | \* I can use a variety of  transition words, phrases, and clauses, to convey (show) sequence. \* I can use a variety of  transition words to signal shifts from one time frame or setting to another. |  | transition  words, phrases, clauses, convey, sequence, shifts, time frame, setting |
| W.6.3 Write narratives to develop real or imagine experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **On-Going** | \* I can use precise words and phrases to convey experiences and events.  \* I can use relevant descriptive details to convey experiences and events.  \* I can use sensory language to convey experiences and events. |  | precise, convey,relevant, sensory, |
| W.6.3Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from the narrated experiences or events. **On-going** | \* I can write a conclusion that  follows from the narrated experiences or events. |  | conclusion |
| **Production & Distribution of Writing** | 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.)  **On-Going** | \* I can produce clear and coherent writing. \* When I write, my development,  organization, and style are appropriate to task, purpose, and audience. |  | coherent, development, style, task, purpose, appropriate |
| **Writing** | **Production and Distribution of Writing** | 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.) **On-Going** | \* I can develop and strengthen  my writing as needed by: - planning,  - revising - editing - rewriting - trying a new approach |  | develop,  revising, editing, rewriting |
| 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. **On-Going** | \* I can use technology to produce and publish writing.  \* I can use technology to interact and collaborate with others.  \* I can type well enough to type three pages in a single sitting. |  | technology,  produce, publish, interact, collaborate |
| **Research to Build & Present Knowledge** | W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **On-Going** | \* I can conduct short research projects to answer a question. \* I can draw on several sources to complete a research project. \* When writing a research project, I can refocus my inquiry when appropriate. |  | conduct,  research project, sources, refocus, inquiry, 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 bibliographic information for sources. **On-Going** | \* I can gather relevant information from multiple print and digital sources. \* I can identify credible and non-credible sources.  \* I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. \* I can provide basic bibliographic information for sources. |  | relevant, credible,  non-credible, quote, paraphrase, data, conclusions, plagiarism, bibliographic, sources |
| **Writing** | **Research to Build & Present Knowledge** | W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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 topics”).  **On-Going** | \* I can draw evidence from  literary or informational texts to support analysis, reflection, and research. \* I can apply 6th grade reading standards to literature. \*E.g., I can compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. See: RL.6.9 |  | literary,  analysis, reflection, genres, themes, compare, contrast |
| W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. 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”). **On-Going** | \* I can apply grade 6 Reading  standards to literary non-fiction. |  | literary, non-fiction, |
| **Range of Writing** | 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. **On-Going** | \* I can persevere and write  over extended time frames (including time for research, reflection, and revision.) \* I can write for shorter time frames for discipline-specific tasks, purposes, and audiences. |  | persevere, reflection, revision, discipline-specific, purposes, audiences |
| **Speaking and Listening** | **Comprehension & Collaboration** | 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. a. 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. **On-Going** | \* I can engage in a collaborativediscussion.  \* I can come to discussion prepared by:- reading required material- studying required material- taking notes- answering study questions  \* I can use my preparation to participate in the discussion, referring to evidence on the topic, text, or issue.  \* I can probe and reflect on ideas under discussion. | Speaking and Listening Workshops in textbook | engage,collaborative, discussion, evidence, topic, text, issue, probe, reflect |
| 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **On-Going** | \* I can follow rules established ahead of time for discussions. | Speaking and Listening  Workshops in textbook | collegial,  deadlines, |
| **Speaking & Listening** | **Comprehension & Collaboration** | 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. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **On-Going** | \* I can pose and respond to  specific questions with elaboration and detail. \* I can make comments that contribute to the topic, text, or issue under discussion. | Speaking and Listening  Workshops in textbook |  |
| 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. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  **On-Going** | \* I can review the key ideas of a discussion.  \* I can demonstrate understanding of multiple perspectives through reflection and paraphrasing. | Speaking and Listening Workshops in textbook | key ideas,demonstrate,multiple,perspectives, reflection, paraphrasing |
| **Speaking & Listening** | **Comprehension & Collaboration** | 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. **On-Going** | \* I can interpret information presented in many media formats. (e.g., visually, quantitatively, orally) \* I can explain how information presented in many media formats contributes to a topic, text, or issue under discussion. | Media Study in textbook | interpret, media formats, visually, quantitatively, orally |
| **Speaking & Listening** | **Presentation of Knowledge & Ideas** | SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **On-Going** | \* I can include multimedia  components in my presentation to clarify information. (graphics, images, music, sound) \* I can include visual displays in my presentation to clarify information. | Media Study in  textbook | components, presentation, clarify, graphics, visual display, clarify |
| 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.) **On-Going** | \* I can adapt my speech to fit  different contexts and tasks. \* I can demonstrate command of formal English when appropriate. | Speaking and Listening  Workshops in textbook | adapt, contexts, demonstrate,  formal English, appropriate |
| **Language** | **Conventions of Standard English** | L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). | \* I can demonstrate a commandof the conventions of standard English, grammar, and language.  \* I can identify mistakes when pronouns are not in the proper case.  \* I can write using pronouns in the proper case. | Holt McDougal Grammar Handbook | command,  conventions,  standard English, grammar, subjective, objective, possessive |
| L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use intensive pronouns (e.g., myself, ourselves). | \* I can use intensive pronouns  when I write. (myself, ourselves.) | Glencoe Sixth Grade Language Series | intensive pronouns |
| **Language** | **Conventions of Standard English** | L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Recognize and correct inappropriate shifts in pronoun number and person.\* | \* I recognize and correct inappropriate shifts in pronoun number and person. | Glencoe Sixth Grade  Language Series | inappropriate, shifts, |
| L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* | \* I recognize and correct vague pronouns (ones with unclear or ambiguous antecedents.) | Holt McDougal Grammar  Handbook | vague pronouns, unclear, ambiguous antecedents |
| L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\* | \* I can recognize mistakes in standard English in my writing and speaking.  \* I can recognize mistakes in standard English in others' writing and speaking.  \* I can identify and use strategies to improve my expression of conventional language when writing and speaking. | Holt McDougal Grammar Handbook | conventional language, expression, strategies |
| L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* **On-Going** | \* I can use punctuation (commas, parentheses, dashes) to set off non-restrictive/ parenthetical elements. | Holt McDougal Grammar  Handbook | non-restrictive elements, parenthetical elements |
| **Language** | **Conventions of Standard English** | L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. **On-Going** | \* I can spell correctly. | Holt McDougal Grammar  Handbook |  |
| **Knowledge of Language** | L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.\* **On-Going** | When writing and speaking:  \* I can vary sentence patterns for meaning.  \* I can vary sentence patterns for style  .\* I can vary sentence patterns for reader/listener interest. | Holt McDougal Grammar Handbook | sentence patterns |
| L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Maintain consistency in style and tone.\* **On-Going** | When writing and speaking: \* I can maintain consistency in style and tone. | Glencoe Sixth Grade  Language Series | consistency, style, tone |
| **Vocabulary Acquisition and Use** | 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. a. 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. **On-Going** | \* I can use context clues to find the meaning of an unknown word or phrase. | Holt McDougal Grammar Handbook | context clues, |
| **Language** | **Vocabulary Acquisition and Use** | 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  **On-Going** | \* I can use Greek or Latin affixes and roots to figure out the meaning of a word. |  | affixes,  roots |
| 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. c. 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.  **On-Going** | \* I can consult both print and digital reference materials (e.g. dictionaries, glossaries, thesauruses) to find the pronunciation of a word. \* I can consult both print and digital reference materials (e.g. dictionaries, glossaries, thesauruses) to find the meaning of a word. | thinkcentral.com | reference, dictionaries, glossaries, thesauruses, pronunciation |
| 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. d. 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). **On-Going** | \* I understand that words have many meanings.\* I can find the denotative (literal, preliminary) meaning of words.  \* I can find the connotative (inferred) meaning of words. | Holt McDougal Vocabulary and Spelling Handbook | denotative, connotative, |
| **Language** | **Vocabulary Acquisition and Use** | L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. **On-Going** | \* I can interpret the meaning of figures of speech. |  | figures of  speech,  personification, simile, metaphor, idiom, |
| L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **On-Going** | \* I can use word relationship to better understand the words (e.g., cause/effect, part/whole, item/category) |  |  |
| 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.  **On-Going** | \* I can acquire and use grade-appropriate vocabulary. |  |  |