

## Curriculum Map: 6 English Language Arts

Course: 6 English Language Arts Sub-topic: English

Grade(s): 6

**Course Description:** Sixth grade students will be able to read and analyze both informational and literary pieces using grade appropriate strategies. They will apply grammar and convention concepts through the TDA process and various modes of writing. They will also apply spelling patterns and vocabulary acquisition through both reading and writing.

### Unit: Module 1

Timeline: Week 1 to 8

**Unit Description:** In this module, reading, writing, speaking and listening are constructed around literary elements and how they affect the plot of various works of literature. Students read and write in response to literature and informational text. Students engage in class discussions involving the informational text and literature. The skills for informational text focus on central idea, key details, and writing an objective summary. The focus for language will be verbs, subject-verb agreement, and spelling.

### Unit Essential Questions:

How to recognize and correct inappropriate shifts in verb tense.

How to ensure subject-verb agreement.

How to describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

How to interpret figurative language (e.g., idioms) in context.

How to cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

How to 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.

How to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

How to determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

How to determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

How to correctly use frequently confused words (e.g., to, too, two; there, their, they're).

How to spell correctly.

How to 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.

How to compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

How to determine a central idea of a text

**Unit Big Ideas:**

Demonstrate command of the conventions of standard English grammar and usage.

Demonstrate understanding of key ideas and details in literature and informational texts.

Demonstrate understanding of craft and structure in literature.

Demonstrate understanding of vocabulary and figurative language in literature and informational texts.

Demonstrate understanding of connections within, between, and/or among texts.

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

**Unit Materials:**

Anthology

Accelerated Reader/STAR

Moby Max

Supplemental resources as per teacher discretion

**Unit Key Terminology & Definitions:**

Text Dependent Analysis

Analyze

Evidence  
Plot  
Exposition  
Rising Action  
Climax  
Falling Action  
Resolution  
Idiom  
Suspense  
Flashback  
Foreshadowing  
Verb

**STANDARDS:**

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.6.F \(Advanced\)](#) 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.1.2.6.J \(Advanced\)](#) 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.1.2.6.K \(Advanced\)](#) 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.

[CC.1.3.6.A \(Advanced\)](#) 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.B \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

[CC.1.3.6.C \(Advanced\)](#) 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.

[CC.1.3.6.F \(Advanced\)](#) 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.1.4.6.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Develop and maintain a consistent voice
- Establish and maintain a formal style.

[CC.1.4.6.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.6.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.6.N \(Advanced\)](#) Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

[CC.1.4.6.O \(Advanced\)](#) Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

[CC.1.4.6.P \(Advanced\)](#) Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

[CC.1.4.6.Q \(Advanced\)](#) Write with an awareness of the stylistic aspects of writing.

- ? Vary sentence patterns for meaning, reader/listener interest, and style.
- ? Use precise language.
- ? Develop and maintain a consistent voice.

STATE: PA Core Anchors and Eligible Content (2014)

[E06.A-K.1.1.1 \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content Code E06AK1.1.1a: Answer a literal question about a text E06AK1.1.1b: Answer an inferential question about a text E06AK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions

[E06.A-K.1.1.2 \(Advanced\)](#) Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content Code E06AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E06AK1.1.2b: Summarize the text

[E06.A-K.1.1.3 \(Advanced\)](#) Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Alternate Eligible Content Code E06AK1.1.3a: Identify how the elements in the plot of a story interact

[E06.A-C.2.1.2](#)  
(Advanced)

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.

[E06.A-C.2.1.3](#)  
(Advanced)

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Alternate Eligible Content Code E06AC2.1.3a: Identify the meaning of a word or phrase in context and how it makes the reader feel

[E06.A-C.3.1.1](#)  
(Advanced)

Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Alternate Eligible Content Code E06AC3.1.1a: Identify similarities or differences in two texts in different genres

[E06.A-V.4.1.1](#)  
(Advanced)

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.

Alternate Eligible Content Code E06AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E06AV4.1.1b: Use a root word or affix to determine the meaning of a word

[E06.B-K.1.1.1](#)  
(Advanced)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content Code E06BK1.1.1a: Answer a literal question about a text E06BK1.1.1b: Answer an inferential question about a text E06BK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions

[E06.B-K.1.1.2](#)  
(Advanced)

Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content Code E06BK1.1.2a: Identify the main idea/central idea using key details/evidence from the text E06BK1.1.2b: Summarize the text

[E06.B-K.1.1.3](#)  
(Advanced)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

Alternate Eligible Content Code E06BK1.1.3a: Identify how an individual's actions or an event or idea contribute to the text

[E06.B-C.2.1.1](#)  
(Advanced)

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

Alternate Eligible Content Code E06BC2.1.1a: Identify information within the text to determine the author's point-of-view

[E06.B-C.2.1.2](#)  
[\(Advanced\)](#)

Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

Alternate Eligible Content Code E06BC2.1.2a: Identify how a text feature or section fit into the text structure

[E06.B-C.2.1.3](#)  
[\(Advanced\)](#)

Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

Alternate Eligible Content Code E06BC2.1.3a: Determine how word choice changes the meaning of text

[E06.B-C.3.1.2](#)  
[\(Advanced\)](#)

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

Alternate Eligible Content Code E06BC3.1.2a: Identify similarities or differences in two texts by different authors about the same topic

[E06.C.1.3.1](#)  
[\(Advanced\)](#)

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

[E06.C.1.3.2](#)  
[\(Advanced\)](#)

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

[E06.C.1.3.3](#)  
[\(Advanced\)](#)

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

[E06.C.1.3.4](#)  
[\(Advanced\)](#)

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

[E06.C.1.3.5](#)  
[\(Advanced\)](#)

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

[E06.D.1.1.5](#)  
[\(Advanced\)](#)

Recognize and correct inappropriate shifts in verb tense.\*

[E06.D.1.1.8](#)  
[\(Advanced\)](#)

Ensure subject-verb and pronoun-antecedent agreement.\*

This Curriculum Map Unit has no Topics to display

**Unit: Module 2**

Timeline: Week 9 to 15

**Unit Description:**

In this module, reading, writing, speaking and listening are constructed around characterization, theme, conflict, and figurative language and how they affect the plot of various works of literature. Students read and write in response to literature and informational text. Students engage in class discussions involving the informational text and literature. The skills for informational text focus on connotation, figurative language, and text structure. The focus for language will be varied sentence structure, spelling, and root words and affixes.

**Unit Essential Questions:**

How to cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

How to determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

How to describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

How to determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

How to 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.

How to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

How to analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

How to determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

How to 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.

How to correctly use frequently confused words (e.g., to, too, two; there, their, they're).

How to spell correctly.

How to vary sentence patterns for meaning, reader/listener interest, and style.

**Unit Big Ideas:**

Demonstrate understanding of key ideas and details in literature.

Demonstrate understanding of craft and structure in literature.

Demonstrate understanding of vocabulary and figurative language in literature and informational texts.

Demonstrate understanding of connections within, between, and/or among informational texts.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Use knowledge of language and its conventions.

**Unit Materials:**

Anthology

Accelerated Reader/STAR

Moby Max

Supplemental resources as per teacher discretion

**Unit Key Terminology  
& Definitions:**

Direct Characterization

Indirect Characterization

Theme

Text Dependent Analysis

Internal Conflict

External Conflict

Annotation

Character Traits

Text Evidence

Figurative Language

Phrases

Clauses



Dependent Clauses

Independent Clauses

Simple Sentence

Compound Sentence

Complex Sentence

Compound Complex Sentence

## **STANDARDS:**

### **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.6.A \(Advanced\)](#) 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 \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

[CC.1.2.6.C \(Advanced\)](#) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

[CC.1.2.6.E \(Advanced\)](#) Analyze the author's structure through the use of paragraphs, chapters, or sections.

[CC.1.2.6.I \(Advanced\)](#) Examine how two authors present similar information in different types of text.

[CC.1.3.6.A \(Advanced\)](#) 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.B \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

[CC.1.3.6.C \(Advanced\)](#) 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.

[CC.1.3.6.E \(Advanced\)](#) Analyze how the structure of a text contributes to the development of theme, setting, and plot.

[CC.1.3.6.F \(Advanced\)](#) 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.H \(Advanced\)](#) 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.

[CC.1.3.6.I \(Advanced\)](#) 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.

[CC.1.4.6.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Develop and maintain a consistent voice
- Establish and maintain a formal style.

[CC.1.4.6.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

STATE: PA Core Anchors and Eligible Content (2014)

[E06.A-K.1.1.1 \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content Code E06AK1.1.1a: Answer a literal question about a text E06AK1.1.1b: Answer an inferential question about a text E06AK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions

[E06.A-K.1.1.2 \(Advanced\)](#) Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content Code E06AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E06AK1.1.2b: Summarize the text

[E06.A-K.1.1.3 \(Advanced\)](#) Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Alternate Eligible Content Code E06AK1.1.3a: Identify how the elements in the plot of a story interact

[E06.A-C.2.1.2 \(Advanced\)](#) 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.

[E06.A-C.2.1.3 \(Advanced\)](#) Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Alternate Eligible Content Code E06AC2.1.3a: Identify the meaning of a word or phrase in context and how it makes the reader feel

[E06.A-C.3.1.1 \(Advanced\)](#) Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Alternate Eligible Content Code E06AC3.1.1a: Identify similarities or differences in two texts in different genres

[E06.A-V.4.1.1 \(Advanced\)](#) 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.

Alternate Eligible Content Code E06AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E06AV4.1.1b: Use a root word or affix to determine the meaning of a word

[E06.B-K.1.1.1](#)  
[\(Advanced\)](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content Code E06BK1.1.1a: Answer a literal question about a text E06BK1.1.1b: Answer an inferential question about a text E06BK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions

[E06.B-K.1.1.2](#)  
[\(Advanced\)](#)

Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content Code E06BK1.1.2a: Identify the main idea/central idea using key details/evidence from the text E06BK1.1.2b: Summarize the text

[E06.B-K.1.1.3](#)  
[\(Advanced\)](#)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

Alternate Eligible Content Code E06BK1.1.3a: Identify how an individual's actions or an event or idea contribute to the text

[E06.B-C.2.1.2](#)  
[\(Advanced\)](#)

Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

Alternate Eligible Content Code E06BC2.1.2a: Identify how a text feature or section fit into the text structure

[E06.B-C.2.1.3](#)  
[\(Advanced\)](#)

Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

Alternate Eligible Content Code E06BC2.1.3a: Determine how word choice changes the meaning of text

[E06.B-C.3.1.2](#)  
[\(Advanced\)](#)

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

Alternate Eligible Content Code E06BC3.1.2a: Identify similarities or differences in two texts by different authors about the same topic

[E06.D.1.1.7](#)  
[\(Advanced\)](#)

Correctly use frequently confused words (e.g., to, too, two; there, their, they're).\*

[E06.D.1.2.2](#)  
[\(Advanced\)](#)

Spell correctly.

[E06.D.2.1.1](#)  
[\(Advanced\)](#)

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

This Curriculum Map Unit has no Topics to display

## **Unit:**

This Curriculum Map Unit has no Topics to display

## **Unit: Module 3**

Timeline: Week 17 to 25

**Unit Description:** In this module, reading, writing, speaking and listening are constructed around point of view, character traits, summarizing, setting, TDA, mood, tone, static and dynamic characters, plot, text evidence, inferences, theme, and setting and how they affect the plot of various works of literature. Students read and write in response to literature and informational text. Students engage in class discussions involving the informational text and literature. The skills for informational text focus on text structure and point of view. The focus for language will be fragments, run-ons, punctuation, spelling, and root words and affixes.

## **Unit Essential Questions:**

How to cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

How to determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

How to describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

How to determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

How to determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

How to 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.

How to analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

How to 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.

How to produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

How to correctly use frequently confused words (e.g., to, too, two; there, their, they're).

How to use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

How to spell correctly.

How to use punctuation to separate items in a series.

How to choose punctuation for effect.

**Unit Big Ideas:**

Demonstrate command of the conventions of standard English grammar and usage.

Demonstrate understanding of craft and structure in literature.

Demonstrate understanding of vocabulary and figurative language in literature and informational texts.

Demonstrate understanding of key ideas and details in literature.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Use knowledge of language and its conventions.

**Unit Materials:**

Anthology

Accelerated Reader/STAR

Moby Max

Supplemental resources as per teacher discretion

**Unit Key Terminology** point of view

**& Definitions:**

character traits

summarizing

setting  
text-dependent analysis  
mood  
tone  
static characters  
dynamic characters  
plot  
fragments  
run-ons

**STANDARDS:**

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.6.A \(Advanced\)](#) 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 \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

[CC.1.2.6.C \(Advanced\)](#) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

[CC.1.2.6.D \(Advanced\)](#) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

[CC.1.2.6.E \(Advanced\)](#) Analyze the author's structure through the use of paragraphs, chapters, or sections.

[CC.1.3.6.D \(Advanced\)](#) Determine an author's purpose in a text and explain how it is conveyed in a text.

[CC.1.3.6.E \(Advanced\)](#) Analyze how the structure of a text contributes to the development of theme, setting, and plot.

[CC.1.3.6.F \(Advanced\)](#) 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.H \(Advanced\)](#) 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.

[CC.1.3.6.I \(Advanced\)](#) 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.

STATE: PA Core Anchors and Eligible Content (2014)

[E06.A-K.1.1.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or

[\(Advanced\)](#)

generalizations drawn from the text.

Alternate Eligible Content Code E06AK1.1.1a: Answer a literal question about a text E06AK1.1.1b: Answer an inferential question about a text E06AK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions

[E06.A-K.1.1.2](#)  
[\(Advanced\)](#)

Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content Code E06AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E06AK1.1.2b: Summarize the text

[E06.A-K.1.1.3](#)  
[\(Advanced\)](#)

Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Alternate Eligible Content Code E06AK1.1.3a: Identify how the elements in the plot of a story interact

[E06.A-C.2.1.1](#)  
[\(Advanced\)](#)

Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

Alternate Eligible Content Code E06AC2.1.1a: Identify how the narrator's point-of-view affects the story

[E06.A-C.2.1.2](#)  
[\(Advanced\)](#)

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.

[E06.A-C.2.1.3](#)  
[\(Advanced\)](#)

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Alternate Eligible Content Code E06AC2.1.3a: Identify the meaning of a word or phrase in context and how it makes the reader feel

[E06.A-C.3.1.1](#)  
[\(Advanced\)](#)

Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Alternate Eligible Content Code E06AC3.1.1a: Identify similarities or differences in two texts in different genres

[E06.B-C.2.1.1](#)  
[\(Advanced\)](#)

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

Alternate Eligible Content Code E06BC2.1.1a: Identify information within the text to determine the author's point-of-view

[E06.B-C.2.1.2](#)  
[\(Advanced\)](#)

Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

|   |   |
|---|---|
| <a href="#">E06.B-V.4.1.1</a><br><a href="#">(Advanced)</a> | <p>Alternate Eligible Content Code E06BC2.1.2a: Identify how a text feature or section fit into the text structure</p> <p>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.</p>                  |
| <a href="#">E06.D.1.1.6</a><br><a href="#">(Advanced)</a>   | <p>Alternate Eligible Content Code E06BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E06BV4.1.1b: Use a root word or affix to determine the meaning of a word</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*</p> |
| <a href="#">E06.D.1.1.7</a><br><a href="#">(Advanced)</a>   | <p>Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*</p>  |
| <a href="#">E06.D.1.2.1</a><br><a href="#">(Advanced)</a>   | <p>Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>   |
| <a href="#">E06.D.1.2.2</a><br><a href="#">(Advanced)</a>   | <p>Spell correctly.</p>   |
| <a href="#">E06.D.1.2.3</a><br><a href="#">(Advanced)</a>   | <p>Use punctuation to separate items in a series.*</p>  |
| <a href="#">E06.D.2.1.4</a><br><a href="#">(Advanced)</a>   | <p>Choose punctuation for effect.*</p>  |

This Curriculum Map Unit has no Topics to display

#### **Unit: Module 4**

Timeline: Week 26 to 29

#### **Unit Description:**

In this module, reading, writing, speaking and listening are constructed around figurative language, setting, plot, characterization, suspense, sound devices, rhymes, theme, summarizing, author's purpose, compare and contrast, and textual evidence of various works of literature. Students read and write in response to literature and informational text. Students engage in class discussions involving informational text and literature. The skills for informational text focus on evaluating arguments and claims. The focus for language will be pronouns, spelling, and root words and affixes.

#### **Unit Essential Questions:**

How to cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

How to determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text



distinct from personal opinions or judgments.

How to describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

How to determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

How to determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

How to compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

How to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

How to 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 (e.g., fact/opinion, bias).

How to ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

How to use intensive pronouns (e.g., myself, ourselves).

How to recognize and correct inappropriate shifts in pronoun number and person.

How to recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

How to ensure subject-verb and pronoun-antecedent agreement.

**Unit Big Ideas:**

Demonstrate understanding of craft and structure in literature.

Demonstrate understanding of vocabulary and figurative language in literature.

Demonstrate understanding of key ideas and details in literature.

Demonstrate understanding of connections within, between, and/or among texts.

Demonstrate command of the conventions of standard English grammar and usage.

**Unit Materials:**

Anthology

Accelerated Reader/STAR

Moby Max

Supplemental resources as per teacher discretion

**Unit Key Terminology  
& Definitions:**

Inferences

Text Evidence

Explicit

Implicit

Theme

Central Idea

Elements of Plot

Compare/Contrast

Author's Purpose

Figurative Language

Argument

Claim

Subjective Pronouns

Objective Pronouns

Possessive Pronouns

Intensive Pronouns

Reflexive Pronouns

Antecedent

## Vague and Ambiguous Pronouns

### STANDARDS:

#### STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.6.B \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- [CC.1.2.6.D \(Advanced\)](#) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- [CC.1.2.6.H \(Advanced\)](#) Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- [CC.1.2.6.I \(Advanced\)](#) Examine how two authors present similar information in different types of text.
- [CC.1.3.6.A \(Advanced\)](#) 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.B \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- [CC.1.3.6.C \(Advanced\)](#) 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.
- [CC.1.3.6.D \(Advanced\)](#) Determine an author's purpose in a text and explain how it is conveyed in a text.
- [CC.1.3.6.E \(Advanced\)](#) Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- [CC.1.3.6.F \(Advanced\)](#) 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.H \(Advanced\)](#) 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.
- [CC.1.4.6.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

STATE: PA Core Anchors and Eligible Content (2014)

- [E06.A-K.1.1.1 \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- Alternate Eligible Content Code E06AK1.1.1a: Answer a literal question about a text E06AK1.1.1b: Answer an inferential question about a text E06AK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions
- [E06.A-K.1.1.2](#) Determine a theme or central idea of a text and how it is conveyed through relevant details; provide

[\(Advanced\)](#)

a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content Code E06AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E06AK1.1.2b: Summarize the text

[E06.A-K.1.1.3](#)  
[\(Advanced\)](#)

Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Alternate Eligible Content Code E06AK1.1.3a: Identify how the elements in the plot of a story interact

[E06.A-C.2.1.1](#)  
[\(Advanced\)](#)

Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

Alternate Eligible Content Code E06AC2.1.1a: Identify how the narrator's point-of-view affects the story

[E06.A-C.2.1.2](#)  
[\(Advanced\)](#)

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.

[E06.A-C.2.1.3](#)  
[\(Advanced\)](#)

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Alternate Eligible Content Code E06AC2.1.3a: Identify the meaning of a word or phrase in context and how it makes the reader feel

[E06.A-C.3.1.1](#)  
[\(Advanced\)](#)

Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Alternate Eligible Content Code E06AC3.1.1a: Identify similarities or differences in two texts in different genres

[E06.B-K.1.1.1](#)  
[\(Advanced\)](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content Code E06BK1.1.1a: Answer a literal question about a text E06BK1.1.1b: Answer an inferential question about a text E06BK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions

[E06.B-C.2.1.1](#)  
[\(Advanced\)](#)

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

Alternate Eligible Content Code E06BC2.1.1a: Identify information within the text to determine the author's point-of-view

[E06.B-C.2.1.3](#)  
[\(Advanced\)](#)

Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

|   |  |
|---|--|
| <a href="#"><u>E06.B-C.3.1.1</u></a><br><a href="#"><u>(Advanced)</u></a> | Alternate Eligible Content Code E06BC2.1.3a: Determine how word choice changes the meaning of text   |
| <a href="#"><u>E06.B-C.3.1.2</u></a><br><a href="#"><u>(Advanced)</u></a> | 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 (e.g., fact/opinion, bias). |
| <a href="#"><u>E06.D.1.1.1</u></a><br><a href="#"><u>(Advanced)</u></a>   | Alternate Eligible Content Code E06BC3.1.1a: Identify an argument or claim that the author makes   |
| <a href="#"><u>E06.D.1.1.2</u></a><br><a href="#"><u>(Advanced)</u></a>   | E06BC3.1.1b: Determine if evidence is fact or opinion  |
| <a href="#"><u>E06.D.1.1.3</u></a><br><a href="#"><u>(Advanced)</u></a>   | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  |
| <a href="#"><u>E06.D.1.1.4</u></a><br><a href="#"><u>(Advanced)</u></a>   | Alternate Eligible Content Code E06BC3.1.2a: Identify similarities or differences in two texts by different authors about the same topic   |
| <a href="#"><u>E06.D.1.1.8</u></a><br><a href="#"><u>(Advanced)</u></a>   | Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).   |
|   | Use intensive pronouns (e.g., myself, ourselves).  |
|   | Recognize and correct inappropriate shifts in pronoun number and person.*  |
|   | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*  |
|   | Ensure subject-verb and pronoun-antecedent agreement.*   |

This Curriculum Map Unit has no Topics to display

**Unit:**

This Curriculum Map Unit has no Topics to display

**Unit: Module 5**

Timeline: Week 30 to 35

**Unit Description:** Part of this module is dedicated to PSSA review and preparation. English Language Arts PSSAs will be administered during this module as well. After the PSSAs, reading, writing, speaking and listening are constructed around setting, mood, imagery, point of view,

characterization, conflict, figurative language, theme, compare and contrast, connotation, making inferences, and textual evidence of various works of literature. Students read and write in response to literature and informational text. Students engage in class discussions involving informational text and literature. The skills for informational text focus on text evidence, inferences, and compare and contrast. The focus for language will be at the teacher's discretion based on the area of greatest need.

**Unit Essential Questions:**

How to cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

How to determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

How to describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

How to determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

How to determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

How to compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

How to 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.

How to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

How to cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

How to compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

How to 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.

**Unit Big Ideas:**

Demonstrate understanding of key ideas and details in literature and informational texts.

Demonstrate understanding of craft and structure in literature.

Demonstrate understanding of vocabulary and figurative language in literature and informational texts.

Demonstrate understanding of connections within, between, and/or among texts.

**Unit Materials:**

Anthology

Accelerated Reader/STAR

Moby Max

Supplemental resources as per teacher discretion

**Unit Key Terminology  
& Definitions:**

setting

mood

imagery

point of view

characterization

conflict

figurative language

theme

compare and contrast

connotation

inferences

textual evidence

## STANDARDS:

### STANDARDS

#### STATE: PA Core Standards (2014)

- [CC.1.2.6.A \(Advanced\)](#) 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 \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- [CC.1.2.6.C \(Advanced\)](#) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- [CC.1.2.6.E \(Advanced\)](#) Analyze the author's structure through the use of paragraphs, chapters, or sections.
- [CC.1.2.6.H \(Advanced\)](#) Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- [CC.1.2.6.I \(Advanced\)](#) Examine how two authors present similar information in different types of text.
- [CC.1.3.6.A \(Advanced\)](#) 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.B \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- [CC.1.3.6.C \(Advanced\)](#) 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.
- [CC.1.3.6.D \(Advanced\)](#) Determine an author's purpose in a text and explain how it is conveyed in a text.
- [CC.1.3.6.E \(Advanced\)](#) Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- [CC.1.3.6.F \(Advanced\)](#) 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.H \(Advanced\)](#) 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.

#### STATE: PA Core Anchors and Eligible Content (2014)

- [E06.A-K.1.1.1 \(Advanced\)](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- Alternate Eligible Content Code E06AK1.1.1a: Answer a literal question about a text E06AK1.1.1b: Answer an inferential question about a text E06AK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions
- [E06.A-K.1.1.2 \(Advanced\)](#) Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
- Alternate Eligible Content Code E06AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E06AK1.1.2b: Summarize the text
- [E06.A-K.1.1.3 \(Advanced\)](#) Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.



Alternate Eligible Content Code E06AK1.1.3a: Identify how the elements in the plot of a story interact

[E06.A-C.2.1.1](#)  
[\(Advanced\)](#)

Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

Alternate Eligible Content Code E06AC2.1.1a: Identify how the narrator's point-of-view affects the story

[E06.A-C.2.1.2](#)  
[\(Advanced\)](#)

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.

[E06.A-C.2.1.3](#)  
[\(Advanced\)](#)

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Alternate Eligible Content Code E06AC2.1.3a: Identify the meaning of a word or phrase in context and how it makes the reader feel

[E06.A-C.3.1.1](#)  
[\(Advanced\)](#)

Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Alternate Eligible Content Code E06AC3.1.1a: Identify similarities or differences in two texts in different genres

[E06.A-V.4.1.1](#)  
[\(Advanced\)](#)

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.

Alternate Eligible Content Code E06AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E06AV4.1.1b: Use a root word or affix to determine the meaning of a word

[E06.B-K.1.1.1](#)  
[\(Advanced\)](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content Code E06BK1.1.1a: Answer a literal question about a text E06BK1.1.1b: Answer an inferential question about a text E06BK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions

[E06.B-K.1.1.2](#)  
[\(Advanced\)](#)

Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content Code E06BK1.1.2a: Identify the main idea/central idea using key details/evidence from the text E06BK1.1.2b: Summarize the text

[E06.B-K.1.1.3](#)  
[\(Advanced\)](#)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

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|---|--|
| <a href="#"><u>E06.B-C.2.1.2</u></a><br><a href="#"><u>(Advanced)</u></a> | Alternate Eligible Content Code E06BK1.1.3a: Identify how an individual's actions or an event or idea contribute to the text   |
|   | Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.           |
| <a href="#"><u>E06.B-C.2.1.3</u></a><br><a href="#"><u>(Advanced)</u></a> | Alternate Eligible Content Code E06BC2.1.2a: Identify how a text feature or section fit into the text structure  |
|   | Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.  |
| <a href="#"><u>E06.B-C.3.1.1</u></a><br><a href="#"><u>(Advanced)</u></a> | Alternate Eligible Content Code E06BC2.1.3a: Determine how word choice changes the meaning of text   |
|   | 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 (e.g., fact/opinion, bias). |
| <a href="#"><u>E06.B-C.3.1.2</u></a><br><a href="#"><u>(Advanced)</u></a> | Alternate Eligible Content Code E06BC3.1.1a: Identify an argument or claim that the author makes<br>E06BC3.1.1b: Determine if evidence is fact or opinion                            |
|   | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  |
|   | Alternate Eligible Content Code E06BC3.1.2a: Identify similarities or differences in two texts by different authors about the same topic   |

This Curriculum Map Unit has no Topics to display