

Morgan County Middle School
6th Grade ELA Curriculum Map

On-Going READING Standards- Standards to be incorporated in every unit.	Vocabulary
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>-I can define textual evidence (“word for word” support) (K)</i> <i>-I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that…”). (R)</i> <i>-I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. (S)</i> <i>-I can analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions. (R)</i></p>	<p>RL.6.1 Cite Textual Evidence Analysis Explicit Inferences</p>
<p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>-I can define textual evidence (“word for word” support) (K)</i> <i>-I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that…”). (R)</i> <i>-I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. (S)</i> <i>-I can analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions. (R)</i></p>	<p>RI.6.1 Cite Textual Evidence Analysis Explicit Inference</p>
<p>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. <i>- I can define theme (a central idea or lesson about life the author is revealing). (K)</i> <i>- I can analyze plot (the events that happen) to determine a theme. (R)</i> <i>-I can define summary (a shortened version of the text that states its key points). (K)</i> <i>-I can compose a summary stating the key points of the text without adding my own opinions or feeling. (P)</i></p>	<p>RL.6.2 Determine Central Idea Theme Summary</p>
<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>- I can define central idea (main point in a piece of writing). (K)</i> <i>- I can analyze a text and determine how an author’s use of details conveys (makes known) the central idea. (R)</i> <i>- I can define summary. (K)</i> <i>- I can compose a summary stating the key points of the text without adding my own opinions or feelings.(P)</i></p>	<p>RI.6.2 Determine Central Idea Summary Objective Opinion</p>
<p>RL.6.4 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. <i>-I can define and identify various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). (K)</i> <i>- I can distinguish between literal language (it means exactly what is says) and figurative language (sometimes what you say is not exactly what you mean). (K)</i> <i>-I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). (K)</i> <i>- I can analyze why authors choose words and phrases (tone) to create and overall feeling (mood) for the reader.(R)</i></p>	<p>RL.6.4 Determine Figurative Language Literal Language Connotation Denotation Word Choice Tone Mood</p>

On-Going READING Standards- Standards to be incorporated in every unit.	
<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <i>- I can define and identify various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). (K)</i> <i>- I can distinguish between literal language (it means exactly what is says) and figurative language (sometimes what you say is not exactly what you mean). (K)</i> <i>- I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). (K)</i> <i>- I can recognize words that have technical meaning and understand their purpose in a specific text. (R)</i> <i>- I can analyze why authors choose words and phrases (tone) to create and overall feeling (mood) for the reader.(R)</i></p>	RI.6.4 Determine Figurative Language Literal Language Technical Meanings Connotation Denotation Word Choice Tone Mood
<p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range <i>- I can recognize when the text I am reading is too easy or too difficult for me. (K)</i> <i>- I can determine reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts. (S)</i></p>	RL.6.10 Comprehend Literature Proficient Reading Strategies Scaffold
<p>RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>- I can recognize when the text I am reading is too easy or too difficult for me. (K)</i> <i>- I can determine reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts. (S)</i></p>	RI.6.10 Comprehend Nonfiction Proficient Reading Strategies Scaffold
On- Going WRITING Standards- Standards to be incorporated in every unit.	
<p>W.6. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>- I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience.K</i> <i>- I can use organizational/formatting structures to develop my writing ideas. (S)</i> <i>- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (P)</i></p>	W.6.4 Idea Development Organization Writing Style Task Purpose Audience
<p>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 52.) <i>- I can use prewriting strategies to formulate ideas (graphic organizers, brainstorming, lists). (S)</i> <i>- I can recognize that a well-developed piece of writing requires more than one draft. (K)</i> <i>- I can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. (S)</i> <i>- I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling. (S)</i> <i>- I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. (P)</i> <i>- I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. (R)</i></p>	W.6.5 Planning Revising Editing Rewriting New Approach
<p>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. <i>- I can recognize that different writing tasks require varied time frames to complete. (K)</i> <i>- I can determine a writing format or style to fit my task, purpose, and audience. (R)</i> <i>- I can write for a variety of reasons. (P)</i></p>	W.6.10 Task Purpose Audience Writing Format Writing Style

On-Going LANGUAGE Standards- Standards to be incorporated in every unit.	
<p>L.6.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p>- I can determine when to capitalize words. (K)</p> <p>- I can punctuate dialogue correctly. (S)</p> <p>- I can define nonrestrictive elements and restrictive elements. (K)</p> <p>- I can define parenthetical elements. (K)</p> <p>- I can enclose nonrestrictive and parenthetical elements with commas to separate these elements for the rest of the sentence. (R)</p> <p>- I can recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses and dashes. (K)</p> <p>- I can identify misspelled words and use resources to assist me in spelling correctly. (K)</p>	<p>L.6.2</p> <p>Demonstrate Standard English Capitalization Punctuation Spelling Commas Parentheses Dashes Nonrestrictive Elements Parenthetical Elements</p>
<p>L.6.4.</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> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p> <p>- I can infer the meaning of unknown words using context clues. (R)</p> <p>- I can recognize and define common Greek and Latin affixes and roots. (K)</p> <p>- I can break down unknown words into units of meaning to infer the definition of the unknown word. (R)</p> <p>- I can verify my inferred meaning of an unknown word by consulting reference materials. (K)</p>	<p>L.6.4</p> <p>Determine Clarify Multiple Meaning Affixes Root Words Suffixes Reference Materials Inferred Meaning Context Clues</p>

**Morgan County Middle School
6th Grade ELA Curriculum Map
Broken down by Nine Weeks Grading Period**

Week	Unit/Lesson	Standards
	<ul style="list-style-type: none"> • Rules and Procedures • Expectations • Overview of this School Year in Language Arts • <u>Language Arts Pre-Test for 1st Semester</u> 	
<p>First Nine Weeks of School</p> <p>Approximately August – Beginning of October</p>	<p style="text-align: center;"><u>Writing Effectively: Understanding the Sentence</u></p> <ul style="list-style-type: none"> • Sentence Structure: subject/predicate/complete thought • Fragments • Subject/Verb Agreement • Capitalization Rules <p style="text-align: center;"><u>Becoming a Better Writer: Learning to Develop your paragraph</u></p> <ul style="list-style-type: none"> • Introduction to Writing • The Writing Process • The Paragraph • Making your Paragraph Powerful • Learning about Compositions • Developing your <i>Personal Narrative/Memoir</i> <p style="text-align: center;"><u>Reading Instruction</u></p> <ul style="list-style-type: none"> • Introduce effective Open Response Strategies and begin yearlong focus on Strategic Reading Instruction <p style="text-align: center;"><u>Reading for Enjoyment: What a Novel idea!</u> The Choices for the 1st Nine weeks are as follows:</p> <ol style="list-style-type: none"> 1. Harris and Me 2. Touching Spirit Bear 3. The Lightening Thief (Advanced Class) 4. Mrs. Frisby and the Rats of NIMH (Advanced Class) 	<p>LS1, LS2, LS3, LS4</p> <p>W.6.3, W.6.4, W.6.5, W.6.6, W.6.10</p> <p>RL.6.1, RI.6.1 RL.6.2, RI.6.2 RI.6.10, RL.6.10</p>
<p>Second Nine Weeks of School</p> <p>Approximately Middle of October to December</p>	<p style="text-align: center;"><u>English: Understanding how our language works</u></p> <ul style="list-style-type: none"> • Parts of Speech • How the Parts of Speech can change by way the word is used in the sentence. • Common Errors: Pronoun Issues (Page 653-673 Writing Book) • Words often Confused 	<p>L.6.1, L.6.4</p>

	<p style="text-align: center;"><u>Let's Get Creative with our Writing</u></p> <ul style="list-style-type: none"> • Introduction to <i>Creative Writing</i> Page 179 in Writing Handbook • Short Story and their elements • Plot, Setting, Theme, Climax, Resolution, Point of View Characterization, Flashbacks and Foreshadowing <p style="text-align: center;"><u>Introduction to Poetry</u></p> <ul style="list-style-type: none"> • Explore Figurative Language: Imagery, descriptive language, simile, metaphor, personification, alliteration, onomatopoeia and hyperbole • Elements of Free verse and Rhyming Poetry • Reading Poetry and Writing Poetry through exploration of creative writing tasks <p style="text-align: center;"><u>Reading Instruction</u></p> <ul style="list-style-type: none"> • Exploring various genres of fiction and comparing elements of each • Examining picture books • Understanding Myths • Reading/Decoding Poetry for understanding of meaning/purpose <p style="text-align: center;"><u>Language Arts Post-Test for 1st Semester</u></p> <p style="text-align: center;"><u>Reading for Enjoyment: What a Novel idea!</u> The Choices for the 2nd Nine weeks are as follows:</p> <ol style="list-style-type: none"> 1. Harris and Me 2. Touching Spirit Bear 3. The Lightening Thief (Advanced Class) 4. Mrs. Frisby and the Rats of NIMH (Advanced Class) 	<p style="text-align: right;">W.6.4 L.6.2 L.6.5</p> <p style="text-align: right;">RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6 RL.6.7, RL.6.8, RL.6.9 RL.6.10</p>
<p>Third Nine Weeks of School</p> <p>Approximately January to Beginning of March</p>	<p style="text-align: center;"><u>Language Arts Pre-Test for 2nd Semester</u></p> <p style="text-align: center;"><u>Correctness: Making your "correct" mark on the World</u></p> <ul style="list-style-type: none"> • Punctuation Power: Periods, Commas, Quotation Marks, Apostrophes, Semicolon and Colon • Words Often Confused Page 777-793 in Grammar Book • Homographs • Common Errors: Lie/Lay, Then/Than, I/Me, Affect/Effect <p style="text-align: center;"><u>Writing in the "Real World"</u></p> <ul style="list-style-type: none"> • Informational and Persuasive Writing • Understand the structure of editorials and persuasive letters • Bias • Identify Author's Opinion • Cause/Effect, Compare/Contrast, Sequencing, Fact/Opinion • Examine common propaganda techniques and learn how to recognize same in various media sources • Transitions Write Source Book Page 89 • Feature Articles 	<p style="text-align: right;">L.6.1 L.6.2</p> <p style="text-align: right;">W.6.2</p>

	<p style="text-align: center;"><u>Reading Instruction</u></p> <ul style="list-style-type: none"> • Making sense of everyday reading tasks found in the real world • Understanding the purposes, audience, and modes of real-world Transactive Writings • Making sense of informational texts by understanding the types of organization authors use as well as interpreting common feature/graphics found in those texts • Developing awareness of self as a reader of non-fiction, and exploring strategies to aid comprehension of informational texts • Introduce On-Demand Writing <p style="text-align: center;"><u>Reading for Enjoyment: What a Novel idea!</u> The Choices for the 3rd Nine weeks are as follows:</p> <ul style="list-style-type: none"> • Where the Red Fern Grows • Hatchet • Old Yeller • The Watson’s Go to Birmingham-1963 • Tangerine 	<p>SL.6.1, SL.6.3, SL.6.4, RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6 RL.6.7, RL.6.8, RL.6.9 RL.6.10</p>
<p>Fourth Nine Weeks of School</p> <p>Approximately March to End of School Year</p>	<p style="text-align: center;"><u>Vocabulary/Word Parts: Investigating Words for Meaning</u></p> <ul style="list-style-type: none"> • Roots/Affixes • Greek & Latin Origins page 769-771 in Writing Book • Focusing preparation for KPREP assessment <p style="text-align: center;"><u>Review: Using the writing skills we have learned.</u></p> <ul style="list-style-type: none"> • Review On-Demand writing and Constructed responses while taking each piece from idea to finished piece. <p style="text-align: center;"><u>Reading Instruction</u></p> <ul style="list-style-type: none"> • Read other genres, including fables, tall tales, folk tales and science fiction <p style="text-align: center;"><u>REVIEW ALL STANDARDS</u></p> <p style="text-align: center;"><u>Reading for Enjoyment: What a Novel idea!</u> The Choices for the 3rd Nine weeks are as follows:</p> <ul style="list-style-type: none"> • Where the Red Fern Grows • Hatchet • Old Yeller • The Watson’s Go to Birmingham-1963 • Tangerine <p style="text-align: center;"><u>Language Arts Post-Test 2nd Semester</u></p>	<p style="text-align: center;">L.6.4</p> <p>W.6.1 W.6.2, W.6.4, W.6.5, W.6.9, W.6.10</p> <p>RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6 RL.6.7, RL.6.8, RL.6.9 RL.6.10</p>