

**GRADE 6 CURRICULUM MAP
2023-2024**

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Close Reading NARRATIVE	Evidence LITERARY ANALYSIS	Understanding Perspective RESEARCH	Decision Making ARGUMENT
End of Unit Performance Task(s)	<p>Formative: Students will write a first person narrative that demonstrates understanding of plot as a literary element.</p> <p>Summative: How does personal experience shape an individual?</p>	<p>Formative: Students will analyze a character in the exposition of a novel.</p> <p>Summative: Students will write an analytical essay that demonstrates how a character from one of the required readings changes or transforms over time. Students will consider how this impacts the theme of the text.</p>	<p>Formative: How did this person use their life experiences to affect change in the world?</p> <p>Summative: Students will research a current educational/societal issue. They will synthesize information from a variety of sources in MLA format, demonstrating their understanding of the issue and its impact on society.</p>	<p>Formative: Students will develop an argument and use relevant evidence that strengthens the claim.</p> <p>Summative: Students will create an argument that addresses the concept that each person has a moral obligation to stand up against injustice.</p>
Essential Questions/ Essential Understandings	<p style="text-align: center;">How does personal experience shape an individual?</p> <p>Thematic Understanding People often learn as they reflect upon their past; perspective impacts meaning. Through close reading and annotation, students will gain insight that can deepen understanding.</p>	<p style="text-align: center;">How do people deal with adversity? How does adversity impact people?</p> <p>Thematic Understanding We can learn and gain a better understanding of how others have dealt with injustice through analysis of both fiction and nonfiction texts.</p>	<p style="text-align: center;">How can students use their voice to impact educational/societal decisions to effect change?</p> <p>Thematic Understanding Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. Writing should be purposely focused, detailed, and organized in a way that clearly communicates ideas to the reader.</p>	<p style="text-align: center;">How does evidence strengthen or weaken an argument?</p> <p>Thematic Understanding A successful argument: -contains an engaging introduction that clearly establishes the claim being made. -supports the claim with clear reasons and relevant evidence from credible sources. -establishes and maintains a formal tone.</p>
Required Texts	<p>"Eleven" (short story/fiction) (page 25)</p> <p>"My Name" (vignette) Sandra Cisneros (excerpt from The House on Mango Street)</p> <p>"Thank You, Ma'am" (short story/ fiction) Langston Hughes</p> <p>Text</p>	<p>The Watsons Go to Birmingham-1963 (novel/historical fiction) Christopher Paul Curtis</p> <p>"The First Day of School" (nonfiction) R.V. Cassill (page 21)</p>	<p>"Matthew Henson at the Top of the World" Jim Haskins (nonfiction)</p> <p>OR</p> <p>"Chief Wilma Mankiller, from Every Day is a New Day" biography by Susannah Abbey (page 87)</p>	<p>Teacher's Choice of the following: The Devil's Arithmetic by Jane Yolen Journey, (novel) Patricia Maclachlan</p> <p>"Aaron's Gift" by Myron Levoy</p> <p>"The Ravine," (fiction) Graham Salisbury Collections, page 3</p>
Supplemental Texts	<p>"Life Doesn't Frighten Me," Maya Angelou (poem))page 37)</p> <p>The Crossover, (novel) Kwame Alexander</p>	<p>"The Road not Taken,"(poem) Robert Frost (page 31)</p> <p>"The White Umbrella" Jen Gish, Collections Assessment, page 89</p> <p>"The Red and Blue Coat, an African Folktale" Collections, page 80</p>	<p>Conducting Research</p>	<p>"Tribute to the Dog" George Graham Vest (page 23)</p> <p>"Arachne" retold by Olivia Coolidge Teacher created Mythology Unit</p> <p>Walk Two Moons, by Sharon Creech</p>

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<p>Reading Standards Across Units</p>	<p>NGLS 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p>NGLS 6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)</p> <p>NGLS 6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)</p>			
<p>Reading Standards Central to Unit</p>	<p>NGLS 6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p> <p>NGLS 6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL)</p>	<p>NGLS 6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p> <p>NGLS 6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p> <p>NGLS 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</p>	<p>NGLS 6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)</p> <p>NGLS 6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>	<p>NGLS 6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL)</p> <p>NGLS 6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)</p>
<p>Writing Standards Across Units</p>	<p>NGLS 6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>NGLS 6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>NGLS 6W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>NGLS 6W2f: Establish and maintain a style appropriate to the writing task.</p>			
<p>Writing Standards Central to Unit</p>	<p>NGLS 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p> <p>-6W3a: Engage the reader by introducing a narrator and/or characters.</p> <p>6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>-6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>-6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>-6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.</p>	<p>NGLS 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>-6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>-6W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>	<p>NGLS 6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</p> <p>NGLS 6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.</p>	<p>NGLS 6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>-6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>-6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>-6W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>-6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>-6W1e: Provide a concluding statement or section that explains the significance of the argument presented. 6W1f: Maintain a style and tone appropriate to the writing task.</p>

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<p>Speaking/ Listening Standards Across Units</p>	<p>NGLS 6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</p> <p>NGLS 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.</p> <p>NGLS 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p>Speaking/ Listening Standards Central to Unit</p>	<p>NGLS 6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NGLS 6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>NGLS 6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NGLS 6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>NGLS 6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.</p> <p>NGLS 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p>	<p>NGLS 6SL3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>Language Standards Across Units</p>	<p>NGLS 6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NGLS 6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NGLS 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Language Standards Central to Unit</p>	<p>Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>Use intensive pronouns (e.g., myself, ourselves).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.* video on YouTube: http://www.youtube.com/watch?v=Bgaw9qe7DEE</p>	<p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.</p>	<p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>
<p>Grammar Focus</p>	<ul style="list-style-type: none"> ● sentence structure ● nouns ● verbs ● pronouns 	<ul style="list-style-type: none"> ● adjectives ● prepositions ● conjunctions ● adverbs 	<ul style="list-style-type: none"> ● Research related ● In-text citations ● Creating a work cited page 	<ul style="list-style-type: none"> ● Culminating Review