ELA CURRICULUM MAP

Grade: 6

Literature Text

| PA Core Standard | Eligible Content | Lessons/Activities/Materials Used |
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| A-K.1.1 | A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.<br><br>A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.<br><br>A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. | Text Used (but not limited to):<br>“The Ghost of the Lagoon”<br>“President Cleveland, Where are You?”<br>“All Summer in A Day”<br>“The Grinch” song and text<br>“The Gift of the Magi”<br>“The Dog of Pompeii”<br>Theme Project (Google Slides)<br>Restart (novel)<br>Quizizz<br>Kahoot<br>Quizlet<br><br>Review strategies, read passages, answer multiple choice and open-ended questions.<br><br>Gather information, evaluate sources, cite evidence, respond analytically.<br><br>Theme activities including finding theme, how characters show theme, how setting affects theme, how plot affects theme.<br><br>Summarizing practice, theme versus main idea activities<br><br>Read stories, dramas, and poems; practice close reading |

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| A-C.2.1 | A-C.2.1.1<br>Determine an author's purpose in a text and explain how it is conveyed in the text;<br>explain how an author develops the point of view of the narrator or speaker in a text;<br>describe the effectiveness of the point of view used by the author.<br>A-C.2.1.2<br>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall<br>structure of a text and contributes to the development of the theme, setting, or plot.<br>A-C.2.1.3<br>Determine how the author uses the meaning of words or phrases, including figurative<br>and connotative meanings, in a text; analyze the impact of a specific word choice on<br>meaning and tone. | Text Used (but not limited to):<br>"The Ghost of the Lagoon"<br>"President Cleveland, Where are You?"<br>"All Summer in A Day"<br>"The Grinch" song and text<br>"The Gift of the Magi"<br>"The Dog of Pompeii"<br>Theme Project (Google Slides)<br>Restart (novel)<br>Quizizz<br>Kahoot<br>Quizlet<br><br>Review Point of View types and examples<br><br>Analyze texts to determine point of view<br><br>Provide text examples to illustrate how the author develops the point of view of the narrator<br><br>Analyze examples of poetic forms and structures<br>Characterize poetic forms and structures<br>Relate a poem's structure to its meaning<br>Determine how stanzas contribute to the plot |
| A-C.3.1 | A-C.3.1.1 Compare and contrast texts in different forms or genres | Text Used (but not limited to):<br>"The Ghost of the Lagoon" |

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| | (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. | “President Cleveland, Where are You?”<br>“All Summer in A Day”<br>“The Grinch” song and text<br>“The Gift of the Magi”<br>“The Dog of Pompeii”<br>Theme Project (Google Slides)<br>Restart (novel)<br>Quizizz<br>Kahoot<br>Quizlet |
| A-V.4.1 | A-V.4.1.1<br>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.<br>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.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).<br>A-V.4.1.2<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Text Used (but not limited to):<br>“The Ghost of the Lagoon”<br>“President Cleveland, Where are You?”<br>“All Summer in A Day”<br>“The Grinch” song and text<br>“The Gift of the Magi”<br>“The Dog of Pompeii”<br>Theme Project (Google Slides)<br>Restart (novel)<br>Quizizz<br>Kahoot<br>Quizlet<br><br>Vocabulary instruction<br>Vocabulary bell ringers<br>Write paragraphs using vocabulary words |

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| | a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.<br>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | |
| General Resources: | ● The Language of Literature McDougal Littell<br>● Language Network Grammar Book<br>● Vocabulary Acquisition Sadlier<br>● Teacher Created Spelling LIsts<br>● Poems<br>● Novels<br>● Readworks.org<br>● E-Reading Resources<br>● Khan Academy VIdeos<br>● Other Teacher Created Resources<br>● Quizlet<br>● Quizizz<br>● Kahoot<br>● Blooket | |

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Informational Text

| PA Core Standard | Eligible Content | Lessons/Activities/Materials Used |
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| B-K.1.1 | B-K.1.1.1<br>B-K.1.1.2<br>B-K.1.1.3<br><br>Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.<br>Determine a central idea of a text and how it is conveyed through relevant details;<br>provide a summary of the text distinct from personal opinions or judgments.<br>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). | “Life in the Trenches” Article<br>“The First Emperor” (nonfiction text)<br>“A 9,500-Year-Old Summer Home”<br>Readworks Articles<br>Scholastic Articles<br><br>Guided TDA writing practice<br>Independent TDA writing practice<br><br>Identify text features and analyze how they contribute to the text<br><br>Identify themes of text and provide textual evidence to support the theme. |
| B-C.2.1 | B-C.2.1.1<br>B-C.2.1.2<br>B-C.2.1.3 | “Life in the Trenches” Article<br>“The First Emperor” (nonfiction text)<br>“A 9,500-Year-Old Summer Home” |

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| | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.<br>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.<br>Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text. | Readworks Articles<br>Scholastic Articles |
| B-C.3.1 | B-C.3.1.1<br>B-C.3.1.2<br>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).<br>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). | "Life in the Trenches" Article<br>"The First Emperor" (nonfiction text)<br>"A 9,500-Year-Old Summer Home"<br>Readworks Articles<br>Scholastic Articles<br><br>Read Scholastic News articles and find evidence to support the writers' claims<br><br>Compare The First Emperor to DIgging Up the Past, an article related to the text. (author's point of view)<br><br>Author study-Lois Lowry, compare her memoir to a biography in the literature book (or internet biography). |
| B-V.4.1 | B-V.4.1.1 | "Life in the Trenches" Article |

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| | B-V.4.1.2<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases<br>based on grade 6 reading and content, choosing flexibly from a range of strategies.<br>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.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a<br>word (e.g., audience, auditory, audible).<br>c. Determine the meaning of technical words and phrases used in a text.<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.<br>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations | "The First Emperor" (nonfiction text)<br>"A 9,500-Year-Old Summer Home"<br>Readworks Articles<br>Scholastic Articles<br>Vocab Bell Ringers<br><br>Figurative Language-<br>The Grinch-listen to the song and analyze the figurative language used.<br>Poetry writing (use figurative language correctly)<br><br>Close reading of text to determine word meanings based on context clues.<br><br>Analyze poems (including but not limited to "Mother to Son", "Oranges" and "Nothing Gold Can Stay", "If I Can Stop One Heart From Breaking" |

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| | (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | |
| General Resources: | • The Language of Literature McDougal Littell<br>• Language Network Grammar Book<br>• Vocabulary Acquisition Sadlier<br>• Teacher Created Spelling LIsts<br>• Poems<br>• Novels<br>• Readworks.org<br>• E-Reading Resources<br>• Khan Academy VIdeos<br>• Other Teacher Created Resources<br>• Blooket<br>• Quizizz<br>• Quizlet<br>• Kahoot | |

Conventions Of Standard English

| PA Core Standard | Eligible Content | Lessons/Activities/Materials Used |
|---|---|---|
| D.1.1 | D.1.1.1<br>D.1.1.2<br>D.1.1.3<br>D.1.1.4 | Language Network Grammar Book<br>Khan Academy Videos<br>Teacher Created Worksheets<br>Scoot Activities<br>Reflexive/Intensive Pronouns |

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| | D.1.1.5<br>D.1.1.6<br>D.1.1.7<br>D.1.1.8<br><br>Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).<br>Use intensive pronouns (e.g., myself, ourselves).<br>Recognize and correct inappropriate shifts in pronoun number and person.*<br>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*<br>Recognize and correct inappropriate shifts in verb tense.*<br>Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*<br>Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*<br>Ensure subject-verb and pronoun-antecedent agreement.* | Pronoun Shifts<br>Vague Pronouns<br>Pronoun/Antecedent Agreement<br>Demonstrative and Interrogative Pronouns<br>Write sentences with proper pronoun usage<br><br>Paragraph Writing<br>Persuasive Essay (Ugly Sweater)<br>Informative Essay (American Legion Essay Contest, Summer Dreaming Essay)<br>Narrative Essay (Spooky Story)<br>"Fortunately, Unfortunately" Essay<br><br>Journal Prompts as Bell Ringers<br>Picture Prompts |
| D.1.2 | D.1.2.1<br>D.1.2.2<br>D.1.2.3 | Spelling lists<br>Spelling Homework sheets<br>Grammar Warm Ups<br>Grammar Workbook pages |

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| | Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*<br>Spell correctly.<br>Use punctuation to separate items in a series.* | Note taking on Grammar Topics<br>Teacher Generated Materials<br>Khan Academy Videos<br>Blooket Reviews<br>Scoot Reviews<br>Picture prompts |
| D.2.1 | D.2.1.1<br>D.2.1.2<br>D.2.1.3<br>D.2.1.4<br>D.2.1.5<br><br>Vary sentence patterns for meaning, reader/listener interest, and style.*<br>Maintain consistency in style and tone.*<br>Choose words and phrases to convey ideas precisely.*<br>Choose punctuation for effect.*<br>Choose words and phrases for effect.* | Revise essays-look for repetitive sentence structure and change as needed to improve variety.<br><br>Revise work-look for vague words and find synonyms to improve preciseness.<br><br>Punctuation lessons-interjections, commas in a series, quotation mark usage. |
| General Resources: | ● The Language of Literature McDougal Littell<br>● Language Network Grammar Book<br>● Vocabulary Acquisition Sadlier<br>● Teacher Created Spelling LIsts<br>● Poems | |

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| | • Novels<br>• Readworks.org<br>• E-Reading Resources<br>• Khan Academy VIdeos<br>• Other Teacher Created Resources<br>• Blooket<br>• Quizizz<br>• Quizlet<br>• Kahoot | |

ELA CURRICULUM MAP

Grade: 6

Text-Dependent Analysis

| PA Core Standard | Eligible Content | Lessons/Activities/Materials Used |
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| E.1.1 | E.1.1.1<br>E.1.1.2<br>E.1.1.3<br>E.1.1.4<br>E.1.1.5<br>E.1.1.6<br><br>Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | Life in the Trenches article<br>The Grinch (theme)<br>The Dog of Pompeii (character analysis)<br>The Cormorant in My Bathtub (Character analysis/change throughout text)<br><br>Lessons on proper paragraph structure<br><br>Sentence punctuation and capitalization review<br><br>Lessons on what text analysis means<br>Lessons on what "synthesize" means |

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| | Develop the analysis using relevant evidence from text(s) to support claims, opinions,<br>ideas, and inferences and demonstrating an understanding of the text(s).<br>Use appropriate transitions to clarify the relationships among ideas and concepts.<br>Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.<br>Establish and maintain a formal style.<br>Provide a concluding section that follows from the analysis presented. | RACES format for TDA construction |
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| General Resources: | ● The Language of Literature McDougal Littell<br>● Language Network Grammar Book<br>● Vocabulary Acquisition Sadlier<br>● Teacher Created Spelling LIsts<br>● Poems<br>● Novels<br>● Readworks.org<br>● E-Reading Resources | |

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| | • Khan Academy VIdeos<br>• Other Teacher Created Resources<br>• Blooket<br>• Quizizz<br>• Quizlet<br>• Kahoot | |