My District Curriculum Maps

2023-2024 Grade 6 ELA: Quarter 1: Weeks 1-10: Topic- Building Character

Last updated: **8/20/2023**

Options

READING

Building Vocabulary and Knowledge of the World:

- Determine meanings of words and phrases related to the theme/topic
- Determine the meaning of figurative language to gain knowledge about the topic/theme
- Participate in conversations using topic/theme vocabulary to build knowledge

Fluency:

- Read with word accuracy, appropriate rate, and expression
- Re-read to use context for self-correcting and to support understanding of text

Comprehension/Science of Reading Comprehension Strategies:

- **Activate** and use **prior knowledge** about how specific parts of a text – a sentence, paragraph, or section – contribute to the overall text structure (e.g. show sequence, provide comparison, establish/develop conflict, show a character's trait or motivation, develop setting, develop theme or central idea, establish cause of the effect)
- **Ask** (and answer) **questions** about the sequence and development of events in a plot and characters' responses to events.
- **Ask** (and answer) **questions** about how an author's geographic location or culture affects the perspective in an informational text.
- **Ask** (and answer) **questions** about how different visual and multimedia resources give information about a subject
- **Make predictions** about plot developments and characters' responses
- **Visualize** the development of the plot (events) and characters' responses
- **Summarize** by discussing characters, setting and major events or key details
- **Summarize** using information from visuals and multimedia
- Make **inferences** about characters, setting, and events.

Computer Science and Digital Fluency:

- Discuss how computing technologies (for communication) influence and are influenced by society and culture.
- Explain how laws regulate the use of technologies and what might happen if laws didn't exist (egs. can't use cell phone while driving, right to privacy of your phone's contact, can't take and share screenshots of messaging without permission, etc.)
- Identify and explain ways to improve the accessibility of a technology device or application for users of different ages, abilities, and backgrounds (e.g. ability to enlarge, voice-to-text feature, etc.)
- Describe ways to protect personal information online (e.g. strong passwords kept in safe places, avoid sharing personal information online, keep lunch code information private)
- Type using a keyboard with proper form

READING TEXT SETS

READ ALOUDS AND MEDIA FOR TEXT SETS: in the sequence suggested below

Mother to Son (poem - pair with See It Through)

Michael Jordan: A Profile in Failure (Info Text - Lexile: 1040)

The Challenge (Short Story - Lexile 760)

Extension:

Cultivate Resilience: How to Get Back on the Horse (Informational - Lexile 1010)

Eleven (Fiction)

Fiction

- Animated/Pixar Shorts (plot and theme):
  1. *The Present*
  2. *Scarlett*
- Module 1 - Into Reading:
  1. Sometimes a Dream Needs (Realistic Fiction)
- Optional Novels:
  1. Crash
  2. There's A Boy In The Girl's Bathroom
  3. Stargirl

Nonfiction

- Module 1 - Into Reading
  1. Queen of Chess (Documentary)
  2. 9 Young People who Changed the World (Informational Text)
- NewsELA, Reading A-Z, Common Lit

READING PRACTICE TEXTS

STUDENT-READ TEXT OPTIONS FOR TEXT SETS: In the sequence suggested below

See It Through (pair with Mother to Son)

Dancing Toward Dreams (Informational - Lexile 810)

Options for Student Research on an Individual Who Overcame Failures to Achieve Success (or other individuals selected by the teacher with resources provided by the teacher)

Fiction

- *Snack Attack*
- *Hair Love*
- *Dust Buddies*
- *Feast*
- *Oktapodi*
- *Tamara*
- *Soar*
- *Ian*

Nonfiction

PHONICS & WORD RECOGNITION

- Use common Greek and Latin affixes and root words as clues to determine meanings of words in a text

STANDARDS

Reading Foundational Skills Codes: 6L4

WRITING

Writing about Reading:

- Respond in diverse formats of writing to a theme, text, author, or experience
- Use text evidence to support writing about reading –analysis, reflection, and research

Writing Process:

- Begin a narrative with the situation and introduce the narrator and/or characters.
- Use dialogue and descriptions of characters' actions, thoughts, and feelings to develop experiences/events or show characters' responses
- Use a variety of transitional words, phrases, and clauses to convey events and sequence and to signal shifts in setting and time frame
- Use specific word choices including concrete words and sensory details to describe events and experiences clearly
- Provide a conclusion with a sense of reflection on the experience/events

STANDARDS

Writing Codes: 6W1 - 6W7

Speaking and Listening Codes: 6SL1, 6SL2, 6SL3

Language Codes: 6L1, 6L2

RESOURCES

Standard 2 Summarizing Using Somebody Wanted But So Then

Standard 2 Determining Theme Based on the Ending of a Story (or media)

Standard 3 Analyze Plot and Describe How Events Unfold

Standard 3 Basic Plot Elements

Notice and Note Contrast and Contradictions

Standard 5 Text and Graphic Features

Notice and Note: Word Gaps

Notice and Note: 3 Big Questions

Writing: Editing

Writing: Revising

Writing: Informational Text

Writing: T.A.P.

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONICS & WORD RECOGNITION	WRITING	RESOURCES
	• Choose and use digital tools to communicate and collaborate with others (eg. shared slides and docs, email) • Conduct an onine search using multi-criteria to find relevant information about a topic (e.g. search inventors of tecnology for elementary students instead of searching for inventors) • Use a variety of digital tools to create and revise artifacts (e.g. slideshows, drawings, picture collages, etc. for narrative writing) • Notice similarities in the features of differerent programs or apps • Describe how digital informatlon (eg. posts) is permanent and how posted information can affect a person's life, even in the future • Identify and describe online actions that could be harmful and what to do if these actions are witnessed (e.g. cyberbullying) **STANDARDS** Reading Codes: 6R3, 6R4, 6R5, 6R7, 6R9, Speaking and Listening Codes: Language Codes: 6L1, 6L2, 6L3, 6L4 Computer Science and Digital Fluency Codes: 4-6.IC1, 2, and 6, 4-6.CY2, 4-6.DL1-7 *Continue to use previously taught skills.					