



6th Grade ELA Curriculum Map

Last Updated: September 24, 2024

Quarter 1		
Essential Question/Topic	Standards	Parent Resources
<p>Wit and Wisdom Module 1: Resilience in the Great Depression</p> <p>How can enduring tremendous hardship contribute to personal transformation?</p>	<p>RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</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.</p> <p>RL.6.3: Describe how a particular story's 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.</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.</p> <p>RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI.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.</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.</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.</p> <p>RI.6.9: 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).</p> <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.</p>	<p>Family Tip Sheet (English)</p> <p>Family Tip Sheet (Spanish)</p>



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	<p>W.6.2: 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>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <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.</p> <p>SL.6.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>L.6.1.e: 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>L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3b: Maintain consistency in style and tone.</p> <p>L.6.4a: 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>L.6.5a: Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.6: 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.</p>	
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Quarter 2		
Essential Question/Topic	Standards	Parent Resources
<p>Finish Wit and Wisdom Module 1</p> <p>Wit and Wisdom Module 2: A Hero's Journey</p> <p>What is the significance and power of the hero's journey?</p>	<p>RL.6.3: Describe how a particular story's 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.</p> <p>RL.6.5: 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.</p> <p>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or</p>	<p>Family Tip Sheet (English)</p> <p>Family Tip Sheet (Spanish)</p>



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	<p>viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <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.</p> <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.</p> <p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <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.</p> <p>W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.1b: Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical</p>	
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	<p>elements. L.6.2b: Spell correctly. L.6.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). L.6.5a: Interpret figures of speech (e.g., personification) in context. L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). L.6.6: 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.</p>	
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Quarter 3		
Essential Question/Topic	Standards	Parent Resources
<p>Finish Wit & Wisdom Module 2</p> <p>Wit and Wisdom Module 3: Narrating the Unknown</p> <p>How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?</p>	<p>RL.6.3: Describe how a particular story’s 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.</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.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.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.</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.</p> <p>RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that</p>	<p>Family Tip Sheet (English)</p> <p>Family Tip Sheet (Spanish)</p>



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	<p>are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., memoir written by and a biography on the same person).</p> <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.</p> <p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <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.</p> <p>L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.4c: 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>L.6.4d: 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>L.5.5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.6: 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.</p> <p>SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or</p>	
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	themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
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Quarter 4		
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Essential Question/Topic	Standards	Parent Resources
<p>Finish Wit & Wisdom Module 3</p> <p>Wit and Wisdom Module 4: Courage in Crisis</p> <p>How can the challenges of a hostile environment inspire heroism?</p>	<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.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <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.</p> <p>W.6.2: 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>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>L.6.1d: Recognize and correct vague pronouns.</p> <p>L.6.3b: Maintain consistency in style and tone.</p> <p>L.6.6: Acquire and use accurately</p>	<p>Family Tip Sheet (English)</p> <p>Family Tip Sheet (Spanish)</p>



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	<p>grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1c: 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>SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	
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