

GVCS Curriculum Map - ELA 2025 - 2026

Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment	Writing
<p>SIXTH GRADE – ELA</p> <p><i>September/October/November/December - 6.1</i></p> <p><i>Mystery- The Westing Game</i></p> <p><i>Skills</i></p> <ul style="list-style-type: none"> -story elements -retell summary writing -inferring character traits -cause/effect -text evidence -climax <p><i>Book Clubs – Nov/Dec</i></p> <p><i>Selection from Realistic Fiction</i></p> <p><i>Book Choice</i></p>	<p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>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>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>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.</p> <p>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.</p> <p>6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL)</p>	<p>Read Side by Side Curriculum</p> <p>-C.I.A. Unit of Study</p> <p>6th Grade Volume 6.1</p> <p>-Mystery: The Westing Game</p> <p>-C.I.A Unit of Study</p> <p>6th Grade Volume 6.2</p> <p>Book Club Teacher’s Guide</p> <p>-Readers/Writers Student Notebooks</p> <p>-Chart Paper</p> <p>-Book Club Books</p>	<ul style="list-style-type: none"> • Intrigue • Exclusive • Façade • Patriot • Legacy • Beneficiary • Perception • Eccentric • Ambition • Defiant • Divisive • Hysteria • Pretentious • Resemblance • Interrogate • Refine • Deliverance • Redemption • Disgraced • Paranoia <p>Academic Vocabulary - Summary, chain of events, story elements, prediction, t-chart, setting, important events, character traits, conflict, evidence, theme, synthesis summary</p>	<p>-student work samples</p> <p>-retell summary writing</p> <p>-book club meetings</p> <p>-mood/tone</p> <p>-theme</p> <p>-turning point writing</p> <p>-student conferences</p> <p>-vocabulary</p> <p>-IXL Reading Diagnostic/Growth Monitoring</p>	<p>-student work samples</p> <p>-Quick Writes</p> <p>-retell summary synthesis summary writing</p> <p>-turning point writing</p> <p>-book club notebook written work</p> <p>-character change/cause written response</p> <p>-mood/tone written samples</p> <p>-vocabulary sentences</p> <p>-RACCE writing</p> <p>-Mystery Narrative - Extended Writing</p>

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	<p>Explain how an author's geographic location or culture affects his or her perspective.</p> <p>6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.</p> <p>6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p> <p>6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>				
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	<p>6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p> <p>6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable.</p> <p>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>				
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<p><i>October</i></p> <p><i>Narrative Writing</i></p>	<p>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. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>-examples of narratives</p> <p>-Graphic Organizer</p> <p>Children’s Books:</p> <ul style="list-style-type: none"> - Plot Chickens -Nothing Happens on 90th Street - My Best Friend - Snow Day - Meet the Dullards <p>-Writer’s Notebook</p> <p>-iPads</p>	<ul style="list-style-type: none"> • Generate Ideas • Plot Diagram • Conflict • Perspective • “What if?” • Dialogue • Inner Thinking • Draft • SWBST – 5 Paragraphing • Revise • Editing • Leads 	<p>-independent student writing of published narrative</p> <p>-draft</p> <p>-revision/editing process</p>	
<p><i>January/February/March 6.2</i></p> <p><i>Historical Nonfiction-Children of the Dust Bowl</i></p> <p><i>And Esperanza Rising</i></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> -story elements -empathy 	<p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>6R2: Determine a theme or central idea of a text and how it is developed by key supporting</p>	<p>-C.I.A Unit of Study 6th Grade Volume 6.2 Book Club Teacher’s Guide</p> <p>-C.I.A. Unit of Study 6th Grade Volume 6.3</p> <p>-Historical Fiction: Esperanza Rising</p>	<ul style="list-style-type: none"> • Squatter • Community • Injustice • Squalor • Humanized • Preserve • Opposition • Acceptance 	<p>-student work samples</p> <p>-retell summary writing</p> <p>-book club meetings</p> <p>-mood/tone</p> <p>-theme</p> <p>-turning point writing</p>	<p>-student work samples</p> <p>-Quick Writes</p> <p>-retell summary writing synthesis</p>

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<p>-<i>cause/effect</i> -<i>author's craft</i> -<i>climax</i> -<i>evidence</i> -<i>synthesis of various text</i></p> <p><i>Historical Nonfiction Book Clubs</i></p> <p><i>Selection of Historical Fiction Book Clubs</i></p>	<p>details over the course of a text; summarize a text. (RI&RL) 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) 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. 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. 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author's geographic location or culture affects his or her perspective. 6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.</p>	<p>-Readers/Writers Student Notebooks -Chart Paper -Book Club Books</p>	<ul style="list-style-type: none"> • Self-Sufficient • Memorable • Social System • Revolution • Patient • Impatient • Resentment • Self-Importance • Joy • Anguish • Corrupt • Resurrected • Privileged • Selfish • Unselfish • Irritable • Separated • Grateful • Ungrateful • Tormented • Repatriation • Uncharitable • Indignant • Menacing • Misjudged • Exploit <p>Academic Vocabulary - Story Elements, Empathy, Setting</p>	<p>-student conferences -vocabulary -IXL Reading Diagnostic/Growth Monitoring</p>	<p>summary -turning point writing -book club notebook written work -mood/tone written samples -Character change/cause written samples -vocabulary sentences -RACCE writing -Informative -Cause and Effect writing Essay – Migration- Dust Bowl -Paired Passage Essay</p>
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	<p>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>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>6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>		Map, Transcript, Note Taking		
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	<p>6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>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>6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p> <p>6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				
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	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><i>February</i></p> <p><i>Informative Writing</i></p>	<p>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>6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect;</p> <p>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>6W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>6W2d: Use appropriate transitions to create cohesion</p>	<p>-Center of Life-student essay</p> <p>-The Journey Stories of Migration by Cynthia Rylant</p> <p>-iPads</p> <p>-Writing Notebook</p> <p>-Dust Bowl Resource Texts</p> <p>-Graphic Organizer</p>	<p>Expository/Informative Organization</p> <ul style="list-style-type: none"> • Introduction • Body Paragraphs • Conclusion • Relevant Facts • Transitions • Conventions • Details • draft • revise • editing • publish 	<p>-Independent Practice/Writing</p> <p>-Student Research/Notetaking</p>	

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	<p>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>6W2f: Establish and maintain a style appropriate to the writing task.</p> <p>6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>6L3a: Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>6L3b: Maintain consistency in style and tone.</p> <p>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><i>March</i></p> <p><i>Poetry</i></p>	<p>6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>Writer’s Notebook</p> <p>-iPads</p> <p>-Gallery Walk</p> <p>Materials</p> <p>Poems</p> <p>- Nothing Gold Can Stay</p> <p>- Harlem</p> <p>- Travel</p> <p>- Mother to Son</p> <p>- Woman Work</p>	<ul style="list-style-type: none"> • Figurative Language • Title • Symbols • Venn Diagram • Haiku • Concrete • Cinquain • Free Verse • Poetry Web 	<p>-independent student writing published poems</p> <p>-draft</p> <p>-revision/editing process</p>	<p>-student writing of each type of poem</p> <p>-student published poem using Canva</p>

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		Love That Dog – Text			
<p><i>April/May/June 6.3</i></p> <p><i>Book Club Books</i> - <i>Grab your Genre Book Selection</i></p> <p><i>Historical Fiction</i> - <i>The Bread Winner</i></p> <p><i>Skills:</i> - <i>conflicts</i> - <i>irony</i> - <i>figurative language</i> - <i>gather evidence</i> - <i>character change</i></p>	<p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>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>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>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.</p> <p>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.</p> <p>6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL)</p>	<p>Read Side by Side Curriculum</p> <p>-C.I.A Unit of Study</p> <p>6th Grade Volume 6.3</p> <p>Book Club Teacher’s Guide</p> <p>-Readers/Writers Student Notebooks</p> <p>-Chart Paper</p> <p>-Book Club Books</p>	<ul style="list-style-type: none"> • Chador • Taliban • Resentful • Hospitable • Intricate • Distinguished • Idle • Gingerly • Distinctive • Relented • Intimidated • Refugee • Smuggle • Embedded • Circumstances 	<p>-student work samples</p> <p>-retell summary writing</p> <p>-book club meetings</p> <p>-theme</p> <p>-turning point writing</p> <p>-student conferences</p> <p>-vocabulary</p> <p>-IXL Reading Diagnostic/Growth Monitoring</p>	<p>-student work samples</p> <p>- Quick Writes</p> <p>-retell summary writing synthesis summary</p> <p>-turning point writing</p> <p>-book club notebook written work</p> <p>-mood/tone written samples</p> <p>-Character Change/Cause written response</p> <p>-vocabulary sentences</p> <p>-RACCE writing</p> <p>-Argument Essay – Claim/Counter claim</p>

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	<p>Explain how an author's geographic location or culture affects his or her perspective.</p> <p>6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.</p> <p>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>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>6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6L6: Acquire and accurately use general academic and content-</p>				
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	<p>specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>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>6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>				
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	<p>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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><i>April</i></p> <p><i>Argument Writing</i></p>	<p>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</p>	<p>-research articles – Qin China Ruler</p> <p>-Graphic Organizer</p> <p>-writer’s notebooks</p> <p>-iPads</p>	<ul style="list-style-type: none"> • claim • counterclaim • reasons • evidence • background information • research • introduction • conclusion • draft • revise • editing • publish 	<p>-independent student writing</p> <p>-notetaking</p>	

