

GRADE 6 CURRICULUM MAP 2025-2026

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	Unit 1	Unit 2	Unit 3	Unit 4
Title	Close Reading NARRATIVE	UNDER CONSTRUCTION Evidence LITERARY ANALYSIS	UNDER CONSTRUCTION Understanding Perspective RESEARCH	UNDER CONSTRUCTION Decision Making ARGUMENT
End of Unit Performance Task(s)	<u>Narrative</u> Formative: Students will write a first-person narrative demonstrating an understanding of writing craft and structure. Summative: Students will write a personal narrative that reflects on a meaningful middle school experience. They will use descriptive details, dialogue, and reflection to help readers understand their thoughts, feelings, and personal growth throughout the experience.	<u>Character Analysis</u> Formative: Students will analyze a character in the exposition of a novel. 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.(links to Assessing What is Taught)	<u>Nonfiction, Research Paper</u> Formative: How did this person use their life experiences to affect change in the world? 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.(links to Assessing What is Taught)	<u>Argumentative Writing</u> Formative: Students will develop an argument and use relevant evidence that strengthens the claim. Summative: Students will create an argument that addresses the concept that each person has a moral obligation to stand up against injustice.(links to Assessing What is Taught)
Essential Questions/ Essential Understandings	<u>Thematic Essential Question</u> How does personal experience impact writing? <u>Thematic Understanding</u> Perspective impacts meaning. People often learn as they reflect upon their past. Through close reading and annotation, students will gain insight that can deepen understanding.	<u>Thematic Essential Question</u> <i>My Perspectives Unit 1</i> What are some of the challenges and triumphs of growing up? <u>Thematic Understanding</u> We can learn and gain a better understanding of how others have dealt with injustice through analysis of both fictional and nonfictional texts.	<u>Thematic Essential Question</u> How can students use their voice to impact educational/societal decisions to effect change? <u>Thematic Understanding</u> 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, organized in a way that clearly communicates the ideas to the reader.	<u>Thematic Essential Question</u> How does evidence strengthen or weaken an argument? <u>Thematic Understanding</u> 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.
Texts	REQUIRED: “Eleven” (short story/fiction) Sandra Cisneros (^links to pdf of text) “My Name” (vignette) & excerpt from The House on Mango Street Sandra Cisneros	REQUIRED: The Watsons Go to Birmingham-1963 (novel/historical fiction) Christopher Paul Curtis(links to pdf of text)	REQUIRED: “Matthew Henson at the Top of the World” Jim Haskins (nonfiction) (Native American) or (Mankiller - next page)	REQUIRED: (Your Choice of Texts) The Devil’s Arithmetic by Jane Yolen or “Aaron’s Gift” by Myron Levoy, or “The Ravine,” (fiction) Graham Salisbury

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	(excerpt from The House on Mango Street)(<links to pdf of text/ task optional)	"Thank You, Ma'am" (short story/ fiction) Langston Hughes(<links to audio of text) Text (<links to pdf of text)	“Chief Wilma Mankiller, from Every Day is a New Day” biography by Susannah Abbey (^links to pdf of text)	Collections, page 3 (<links to pdf of text) or Walk two Moons, Sharon Creech (<links to pdf of text)
Supplemental Texts	“Life Doesn’t Frighten Me,” Maya Angelou (poem) slides 37-40 (<links to pdf of text) “Stray,” Cynthia Rylant (short story) (<links to pdf of text) Journey, (novel) Patricia Maclachlan	“The Road not Taken,”(poem) Robert Frost (<links to pdf of text) “The White Umbrella” Jen Gish Collections Assessment, page 89 (<links to pdf of text) “The Red and Blue Coat,” an African folktale Collections Common Core Assessment, page 80 (<links to pdf of text)	Conducting Research (^links to pdf of text)	“Tribute to the Dog” George Graham Vest (<links to pdf of text) “Arachne” retold by Olivia Coolidge Teacher-created Mythology Unit
Reading Standards Across Units	NGLS RL6.9: 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. NGLS RL6.10: 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. NGLS RI6.10: 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.			
Reading Standards Central to Unit	NGLS RI6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. NGLS RL6.5: 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. NGLS RL6.9: 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. NGLS RI6.5: 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.	NGLS RL/RI6.2: Determine the 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. NGLS RL6.3: Describe how a particular story 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. NGLS RL/RI6.4: 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. NGLS RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and	NGLS RI6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. NGLS 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. NGLS RI6.8: 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. NGLS RI6.9: 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).	NGLS RI/L6.6: Explain how an author develops the point of view of the narrator or speaker in a text. NGLS RI6.10: Read and comprehend complex literary and informational texts independently and proficiently. NJGLS RI6.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLS RI6.8: 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.

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	NGLS RI6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	fantasy stories) in terms of their approaches to similar themes and topics. NGLS 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).		
Writing Standards Across Units	NGLS W6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. NGLS W6.5: 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. NGLS W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Writing Standards Central to Unit	NGLS W6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	NGLS W6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) NGLS W6.9: Draw evidence from literary, or informational texts to support analysis, reflection, and research.	NGLS W6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. NJLS W6.6: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.	NGLS W6.1: Write arguments to support claims with clear reasons and relevant evidence. NGLS W6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. NGLS W6.6: 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. NGLS W6.8: 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.
Speaking/ Listening Standards Across Units	NGLS SL6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. NGLS SL6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
Speaking/ Listening Standards Central to Unit	NGLS SL6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main	NGLS SL6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	NGLS SL6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and	NGLS SL6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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	ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		explain how it contributes to a topic, text, or issue under study.	NGLS SL6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Language Standards Central to Unit	NGLS L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, and possessive). NGLS L.6.1b: Use intensive pronouns (e.g., myself, ourselves). NGLS L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.*	NGLS L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* NGLS L.6.1e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	NGLS L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.* NGLS L.6.3b: Maintain consistency in style and tone.	NGLS L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* NGLS L.6.2b: Spell correctly.
Grammar Focus	- subject and predicate - nouns: common and proper - action verbs - pronouns - capitalization - types of sentences - end punctuation	- verbs: linking, helping - adverbs - prepositions - conjunctions - adverbs - commas	- Research related - In-text citations - Creating a work cited page - citing dialogue	Culminating Review