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| **ELA Modules Grade: 6**  **Introduction and Overviews of Modules 1-4** | | | |
| *The following modules were created as sample curriculum maps at each grade level. The modules include all the English Language Arts Common Core standards. Our goal was to show how the priority and supporting standards from all ELA areas (reading, writing, listening/speaking, language and the foundational skills at Elementary) can be spread throughout the year but grouped in a logical fashion. Although there are “focus” standards for each module they are designed to build upon the previous one(s) so that by the end of the year all standards have been addressed and the priority standards assessed in appropriate levels of text. Focus standards may be introduced in a module however the teacher will make the decision as to when students will be assessed. Students continue to have multiple opportunities to show they have met the standards throughout the year in various venues including whole group, small group, or individually.*  *Each module is designed to last approximately 8 weeks and might include 1-3 smaller units. You’ll notice that the module designers chose some standards that they felt should be addressed in all modules. These standards are contained within the section titled “Yearlong Skill Development.” While Section 1 of the map could be used with any rich content, Section 2 was created as an example as to how a teacher or team might take the curriculum map and integrate the ELA standards with specific content such as a social studies or science unit, or even a literature study. We invite you to use this template “as is” or as a springboard for your own curriculum map or module creation.* | | | |
| **Module 1**  **“Close Reading & writing to learn”** | **Module 2**  **“Examining Text Evidence”** | **Module 3**  **“Understanding Perspectives and Researching to Deepen Understanding”** | **Module 4**  **“Research, Decision Making, and Forming positions”** |
| **Overview**  In this module students begin to closely read literary and informational text and respond in writing. In reading students will focus on elements of plots. Their careful focus on the narrative writing and figurative language standards should begin to incorporate different types of media. The unit integrates reading, writing, language and speaking/listening standards as students examine the mentor texts’ elements of plot, characters, setting, theme, structure, etc. and practice these in performance narrative writing tasks. Teachers also introduce yearlong standards in vocabulary, writing process, and language conventions.  Students will explore the themes of identity and cycles as they begin their year. They begin to examine texts by author’s whose background matches theirs, with emphasis on multicultural perspectives. Students begin to think about who they are, move to where do I belong, (examining evidence using narrative text), what we stand for (researching and looking at why and how author’s say something), and finally understanding how they make a difference. In social studies students begin the year examining the physical characteristics and land features and move into examining Mesopotamia 8000 BCE-200 CE. In science, students begin the year focusing on systems and cycles by examining a watershed environment. | **Overview**  In this module, students thoroughly examine text to see its underlying structure and make inferences about what the text says. Writing ramps up to include a three page presentation using technology and grounded in text evidence. While writing, students will concentrate on focusing on their topics, and organizing their text for purpose and task. They revisit the usage language standards as well as examining evidence presented in text and distinguishing whether a claim presented is backed by evidence or not. In social studies, students continue to dig further into examining types of governments as they move through the civilizations in the second quarter beginning their work in Egypt 1000 BCE -200 CE. | **Overview**  In this module students will examine author’s purposes for writing, gathering and evaluating evidence, researching reasons for writing and understanding points of view in text, and an author’s culture and perspective. Readers begin to examine why authors say what they say in both informational and literary, pulling information that is credible and finally conducting a short research project based on a question. Students will continue to examine civics, geography, economics, and historical timelines through China 8000 BCE to 600 CE and begin Rome 200-600 CE, along with continuing their systems exploration surrounding the watershed habitat and exploration of life cycles through salmon in science. | **Overview**  In the final module, students are able to compare and contrast themes across author’s, texts, genres and formats and use this information for a position paper. They are able to evaluate information presented, and are equipped to answer evaluative questions. They can confidently support their opinions and present their ideas using technology, language, writing and discussions to make a complete, well-written position paper.  **EQ Idea: How can I make difference?** |
| **Focus Standards** | | | |
| Module 1 | Module 2 | Module 3 | Module 4 |
| **\*Year Long Standards: \*provides a suggested time for introducing this standard. These standards are foundation, vocabulary, writing proce­­ss, and talking to peers. These standards may be assessed all yearlong and at any or multiple points in the year** | | | |
| **Reading Literature Standards**  **℗6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  ℗6.RL.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. (introduce this standard so they are ready to take the assessment in Module two)  **℗6.RL.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.**  \*6.RL.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. | **Reading Standards**  **℗6.RL.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.**  6.RL.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.  6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or 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.  **℗6.RL.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.** | **Reading Standards**  6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text. | **Reading Standards**  **℗6.RL.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.** |
| **Reading Informational Standards**  **℗6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**    6.RI.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).  \*6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | **Reading Informational Standards**  6.RI.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.  6.RI.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. | **Reading Informational Standards**  **℗6.RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.**  6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  6.RI.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). | **Reading Informational Standards**  **℗6.RI.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.** |
| **Writing Standards**  **℗6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**   1. **Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.** 2. **Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.** 3. **Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.** 4. **Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.** 5. **Provide a conclusion that follows from the narrated experiences or events.**   **\*℗6.W.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.**  **\*℗6.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).** | **Writing Standards**  **℗6.W.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.**  6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from the information or explanation presented. | **Writing Standards**  **℗6.W.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.**  6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., | **Writing Standards**  **℗6.W.1 Write arguments to support claims with clear reasons and relevant evidence.**   1. **Introduce claim(s) and organize the reasons and evidence clearly.** 2. **Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.** 3. **Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.** 4. **Establish and maintain a formal style.** 5. **Provide a concluding statement or section that follows from the** argument presented. |
| **Speaking & Listening Standards**  6.SL.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. | **Speaking & Listening Standards**  6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | **Speaking & Listening Standards**  **\*℗6.SL.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.**   1. **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.** 2. **Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.** 3. **Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.** 4. **Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**   **℗6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.** | **Speaking & Listening Standards**  **℗6.SL.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.** |
| **Language**  **\*℗6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**   1. **Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*** 2. **Spell correctly.**   6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Vary sentence patterns for meaning, reader/listener interest, and style.\* 2. Maintain consistency in style and tone.\*   **\*℗6.L.4 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.**   1. **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.** 2. **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).** 3. **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.** 4. **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).** | **Language**  **\*℗6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**   1. **Ensure that pronouns are in the proper case (subjective, objective, possessive).** 2. **Use intensive pronouns (e.g., *myself*, *ourselves*).** 3. **Recognize and correct inappropriate shifts in pronoun number and person.\*** 4. **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*** 5. **Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\***   **℗6.L.5** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**   1. **Interpret figures of speech (e.g., personification) in context.** 2. **Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.** 3. **Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).** | **Language**  **\*℗6.L.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.** | **Language** |
| **Year Long Standards: \***  **Reading:**  6.RL.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.  6.RL.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.  6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  6.RI.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.  **Writing:**  **℗6.W.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.**  **℗6.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).**  6.W.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.  **Speaking/Listening:**  **℗6.SL.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.**   1. **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.** 2. **Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.** 3. **Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.** 4. **Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**   6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)  **Language:**  **℗6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**   1. **Ensure that pronouns are in the proper case (subjective, objective, possessive).** 2. **Use intensive pronouns (e.g., *myself*, *ourselves*).** 3. **Recognize and correct inappropriate shifts in pronoun number and person.\*** 4. **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*** 5. **Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\***   **℗6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**   1. **Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*** 2. **Spell correctly.**   **℗6.L.4 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.**   1. **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.** 2. **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).** 3. **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.** 4. **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).**   **℗6.L.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.**  6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Vary sentence patterns for meaning, reader/listener interest, and style.\* 2. Maintain consistency in style and tone.\* | | | |
| **Interdisciplinary suggestions**  Social Studies  PS1 Understands how the rise of civilizations defines eras in ancient history by explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on two or more continents.  PS3 Understands the physical characteristics, cultural characteristics and location of places, regions, and spatial patterns on the Earth’s surface.  PS 6 Understands and analyzes causal factors that have shaped major events in history (individuals, movements, cultures, groups, technology, and ideas).  Science (Watershed habitat/life cycles, salmon)  PS 1 Systems and subsystems  PS 6 Models can be used to represent objects and understand phenomena but have limitations  PS 10 Plants and animal cells  PS 12 Ecosystems and life source energy  PS 14 Evolutionary theory | **Interdisciplinary suggestions**  Social Studies  PS2 Understands how the rise of civilizations defines eras in ancient history, by explaining and comparing the rise of civilizations from 200 CE to 600 CE on two or more continents.  PS 4 Understands the production, distribution, and consumption of goods, services, and resources in societies from the past to the present.  PS5 Understands a variety of forms of government form past and present.  Science  PS 2 Scientific inquiry  PS 6 Models can be used to represent objects and understand phenomena but have limitations | **Interdisciplinary suggestions**  Social Studies  PS7 Uses critical reasoning skills to analyze and evaluate positions.  PS 8 Evaluates the significance of information used to support positions on an issue or event.  PS 9 Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event.  Science  PS4 Collecting, analyzing and displaying data  PS 5 Validity of data collected | **Interdisciplinary suggestions**  Social Studies  PS 10 Understands and demonstrates the ethical responsibility one has in using and citing sources and the rules related to plagiarism and copyright.  Revisit PS 1, PS 2, PS 4, PS 5, and PS 6 to compare and contrast cultures, civilizations, economies, and governments.  Science  PS 7 and PS8 Science and technology are dependent and are driven by defining problem and possible solutions |