

Sixth Grade Curriculum Map: Language Arts (p. 1)

1st Nine Weeks

Topic: Integration of Knowledge and Ideas (Reading Literature – RL)

6.RL.7 –compare and contrast the experiences 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.

2nd Nine Weeks

Topics: Craft and Structure (Reading Literature – RL); Key Ideas and Details (Informational Text – RI); Comprehension and Collaboration (Speaking and Listening – SL); Text Types and Purposes, Production and Distribution of Writing (Writing – W); Conventions of Standard English (Language – L).

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.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.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.

6.W.2c – Use appropriate transitions to clarify the relationships among ideas and concepts.

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.

6.L.1a – Ensure that pronouns are in the proper case (subjective, objective, possessive).

6.L.1b – Use intensive pronouns (e.g., myself, ourselves).

6.L.1c – Recognize and correct inappropriate shifts in pronoun number and person.

6.L.1d – Recognize and correct vague pronoun (i.e., ones with unclear or ambiguous antecedents).

6.L.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.

6.L.2a – Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

3rd Nine Weeks

Topics: Key Ideas and Details, Integration of Knowledge and Ideas, (Reading Literature – RL); Key Ideas and Details, Integration of Knowledge and Ideas, (Informational Text – RI); Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge (Writing – W); Comprehension and Collaboration, Presentation of Knowledge and Ideas (Speaking and Listening – SL); Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use (Language – L).

6.RL.3 – Describe how a particular story’s or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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3rd Nine Weeks Continued

- 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.
- 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).
- 6RI.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.W.1 – Write arguments to support claims with clear reasons and relevant evidence.
- 6.W.1a – Introduce claims and organize the reasons and evidence clearly.
- 6.W.1b – Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- 6.W.1c – Use words, phrases, and clauses to clarify the relationships among claims and reasons.
- 6.W.1d – Establish and maintain a formal style.
- 6.W.1e – Provide a concluding statement or section that follows from the argument presented.
- 6.W.2b – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 6.W.2d – use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6.W.2e – Establish and maintain a formal style.
- 6.W.2f – Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3a – 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.
- 6.W.3b – Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- 6.W.3c – Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3d – Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- 6.W.3e – 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.
- 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.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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.

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3rd Nine Weeks Continued

- 6.W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 6.W.9a – Apply grade 6 reading standards to literature (e.g., “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”).
- 6.SL.1a – Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 6.SL.1b – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- 6.SL.1c – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.1d – Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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.
- 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.
- 6.SL.5 – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.SL.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 6.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6.L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.3a – Vary sentence patterns for meaning, reader/listener, interest, and style.
- 6.L.3b – 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.
- 6.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.5a – Interpret figures of speech (e.g., personification) in context.

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4th Nine Weeks

- 6.RL.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.
- 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.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.6 – Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.7 – compare and contrast the experiences 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.10 – Read and comprehend literature, including stories, dramas, and poems, in grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.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.
- 6RI.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6RI.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.
- 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.
- 6.RI.9 – Compare and contrast on author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- 6.RI.10 – Read and comprehend literary nonfiction in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
- 6.W.2a – 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.
- 6.W.2c – Use appropriate transitions to clarify the relationships among ideas and concepts.
- 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.
- 6.W.9b – Apply grade 6 reading standards to literary nonfiction (e.g., “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.
- 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.

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4th Nine Weeks Continued

- 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.
- 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.
- 6.L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 6.L.1a – Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - 6.L.1b – Use intensive pronouns (e.g., myself, ourselves).
 - 6.L.1c – Recognize and correct inappropriate shifts in pronoun number and person.
 - 6.L.1d – Recognize and correct vague pronoun (i.e., ones with unclear or ambiguous antecedents).
 - 6.L.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.
- 6.L.2a – Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 6.L.2b – Spell correctly.
- 6.L.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.
- 6.L.4b – Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 6.L.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.
- 6.L.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).
- 6.L.5b – Use the relationship between particular words (e.g., cause//effect, part/whole, item/category) to better understand each of the words.
- 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.