



Content Area: English - Language Arts

Grade Level: 6

Curriculum Map/Scope & Sequence (2021)

(AC) = Anchor Chart

<u>Month</u>	<u>BIG Ideas & Content</u>	<u>Reading Standards</u>	<u>Language Standards</u>	<u>Writing Standards</u>	<u>I CAN Statements</u>	<u>Assessments</u>
August	<u>Big Ideas</u> Citing Text Evidence Greek/Latin Roots and Affixes	6.RL.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	I CAN quote a text directly. I CAN paraphrase a text correctly.. I CAN use the text to support my inferences. I CAN recognize Greek and Latin affixes.	Daily Quizzes Freckle STAR MAP Aimsweb?
	<u>Content</u> - Set Up Data Binders - Fall Benchmark - <i>Scope Magazine</i> Articles - Anchor Charts	6.RI.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
September	<u>Big Ideas</u> Central Idea (AC) Summarizing (AC) Capitalization & Punctuation (AC)	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	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.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	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.	I CAN find the main idea. I CAN write a summary of an article. I CAN find the theme in a story. I CAN support my theme with examples from the text. I CAN use the context to find out a word's meaning.	Daily Quizzes Freckle

		<p>judgments.</p> <p>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</p>	<p>writing.</p> <ul style="list-style-type: none"> - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. - b. Spell correctly. 			
	<p>Content</p> <ul style="list-style-type: none"> - <i>Scope Magazine</i> Articles - Spelling Begins 					
October	<p>Big Ideas</p> <p>Argument Writing</p> <p>Pronouns</p>	<p>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.</p> <p>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.</p> <p>6.RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by</p>	<p>6.W.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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>6.W.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>6.W.4 - . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>I CAN read an informational text.</p> <p>I CAN explain how a part of the text contributes to the main idea of the whole text.</p> <p>I CAN notice when characters and narrators speak in a dialect.</p> <p>I CAN write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Daily Quizzes</p> <p>Argument Essay</p>
	<p>Content</p> <ul style="list-style-type: none"> - <i>Scope Magazine</i> Articles 					

		reasons and evidence from claims that are not.				
November	<p>Big Ideas</p> <p>Plot Stages (AC) Characterization (AC)</p> <p>Analogies</p> <hr/> <p>Content</p> <p>Scope Magazine Articles</p>	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.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 		I CAN list in order the stages of a story's plot (exposition, rising action, climax, falling action, and resolution). I CAN analyze how characters respond to plot events.	Daily Quizzes Freckle
December	<p>Big Ideas</p> <p>Text Structures Text Features</p> <p>Point of View</p> <p>Pronouns</p> <hr/> <p>Content</p> <p>Scope Magazine Articles</p> <p><i>A Christmas Carol</i></p>	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.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RL.6 - Explain how an author develops the point of view of the narrator or speaker in a text.	6.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - a. Ensure that pronouns are in the proper case (subjective, objective, possessive). - b. Use intensive pronouns (e.g., myself, ourselves). - c. Recognize and correct inappropriate shifts in pronoun number and person.* - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 	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.	I CAN explain how a person, event, or idea is presented in a reading. I CAN determine the author's point of view. I CAN explain how the author creates the point of view. I CAN ask a research question. I CAN find several sources related to a single topic. I CAN use many sources in my research.	Daily Quizzes Freckle

January	<p>Big Ideas</p> <p>Figurative Language</p>	<p>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.</p> <p>6.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. . Interpret figures of speech (e.g., personification) in context.</p> <p>C. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>			Daily Quizzes Freckle
February	<p>Big Ideas</p> <p>Informative Writing</p>	<p>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</p>		<p>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.</p> <p>6.W.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>		

		“hear” when reading the text to what they perceive when they listen or watch.		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).		
	Content					
March	Big Ideas Compare & Contrast Genres/Accounts Tone Sentence Variety	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.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).	6.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*			
April	Big Ideas Narrative Writing			6.W.3 - Write narratives to develop real or imagined experiences or events using		

				effective technique, relevant descriptive details, and well-structured event sequences.		
May	Big Ideas					