

Semester One**Quarter One**

Grade 6 ELA Curriculum Map
Collection One: Facing Your Fears

Quarter One Pacing Guide

August, Part 1	Diagnostic, Lesson 1
August, Part 2	Lesson 2
September, Part 1	Writing Workshop (give this a specific week date/due date- Interim Writing Assessment, part 3, PA) Lesson 3, mid-quarter
September, Part 2	Lesson 4, 5
October, Part 1 (to 13th)	Lessons 6, Collection Performance Task, and End of Quarter
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. The links to these modified tasks are located in the "Collection Performance Task" section. This map is complete through Q1 only. You will be given updated versions as these are completed further.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Text	"The Ravine," p. 3A Close Reader: "The Jumping Tree," p. 3	Short Story "Fine?" p.17A	Poem by Maya Angelou, "Life Doesn't Frighten Me," 37A	Online Article "Fear and Phobias," p. 41A	Informational Text: from Stuff That Scares Your Pants Off!" and "In the Spotlight," p. 51A Close Reader: "Face Your Fears and Scare the Phobias Out of Your Brain,"p.13	Online Science Exhibit by The California Science Center, "Wired for Fear," p. 59A
Learning Objective/ Standard	The be student will be able describe characters and setting and make inferences in the context of a short story. RL.1.3 Supporting RL.1.1, 2.5	The student will be able to analyze point of view in a short story. Supporting: The student will be able to describe plot elements. RL.2.6	The student will be able to describe the structure of a lyric poem and identify repetition rhyme scheme. RL.2.5 Supporting: RL.2.4	The cite textual evidence to analyze text features and structure. RI.1.1 Somewhat supports: RI.2.5	The student will be able to determine central ideas and supporting details in informational text. The student will be able to write an objective summary. RI.1.2 (central idea	The student will be able to analyze the purpose of a video and understand the visual and sound elements used in it. RI.3.7

	RL.1.1- Teach with Close Reader, The Ravine	Supporting RL.1.3			and summary)	
Vocabulary Strategy Focus	Using Context Clues	Greek Roots	X	Prefixes that mean “not”	Suffixes that Form Nouns	X
Language & Style Focus	Recognize Variations from Standard English	Commas and Dashes	X	Subjective and Objective Pronouns	Possessive Pronouns	X
Close Reading and Annotation Strategies	Analyze Language pg 6 Describe Stories: Characters and Setting pg 10, 13 Using Context Clues pg 15	Describe Stories: Plot and Suspense pg 25, 33 Greek Roots pg 35	Analyze Structure pg 39	Cite Evidence pg 47 Prefixes that mean “Not” pg 49	Determine Central Idea and Details pg 55	
iReady Focus <i>*Small group instruction</i>	Lesson 5: Citing Evidence to Make Inferences (p. 45) Lesson 6: Describing Plot (p. 53) Lesson 7: Analyzing Character Development (p. 61)	Lesson 17: Explaining Point of View (p. 161)	Lesson 15: Analyzing Structure of a Poem (p. 145)	Lesson 3: Citing Evidence to Make Inferences (p. 19)	Lesson 1: Determining Central Idea (p. 3) Lesson 2: Summarizing Informational Texts (p.11)	Media Feature 1: Integrating Information (p. 205)
Assessments	Mid-Quarter Assessment: RL.1.3, RL.2.6, Part A			End of Quarter: RI.1.1, RI.1.2, RI.3.7		
Selection Performance Task	Writing Activity: Essay, p. 14	Writing Activity: Narrative, p. 34	Speaking Activity: Oral Reading *Suggestion not in text: Taylor Swift song, Rascal Flats	*Research a phobia of your own and explain the main ideas of the phobia in your own words, citing text evidence * *Pre-approved sites by teacher	Writing a Summary, p. 48 (swapped from previous story)	Media Activity: Podcast, p.62 *Instead of recording audio, have students write the review*
Collection Performance Task	Collection 1, Performance Task B: Informative Essay Collection One Performance Task					
Novel	<i>The Hatchet</i> , Gary Paulsen					

	<p>Discussion/Writing Activities: What do you think would have happened if Brian had found the survival pack much earlier? Would he be the same person he became under the book's circumstances?</p> <p>From the beginnings of literature, stories have pitted man against nature. In what way does <i>Hatchet</i> turn that theme on its head? How does Brian's relationship to nature change during the course of this novel? What lessons does he learn about the natural world?</p> <p>Guidelines for Novel Study:</p> <ul style="list-style-type: none"> • Takes place in small groups/stations • Students do reading independently • Activities should include short responses, discussions, and other standards-based activities • Teacher-led group for central discussions, to check in
Collection Academic Vocabulary	Evident, factor, indicate, similar, specific
Writing Instructional Focus	<p>Informative Writing (Digital interactive writing lesson)</p> <p>*Mini writing/research performance tasks at the end of each text and Collection Performance Task</p> <p>Writing Workshop: Performance Assessment Booklet: Unit Two</p>

Quarter Two

Grade 6 ELA Curriculum Map
Collection Three: Dealing with Disasters
Pacing: 6 Weeks

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	Informational Text: "Mammoth Shakes and Monster Waves: Destruction in 12 Countries," p. 139A *Close Reader - Moby-Duck pg 37	Poem from "After the Hurricane" Poem "Watcher, After Katrina, 2005," 157A	Short Story: "The Banana Tree," p. 171A Close Reader: "There Will Come Soft Rains," 184b.	History Writing by Walter Lord, from <i>A Night to Remember</i> , p.185A Close Reader: "On the Titanic, Defined by What They Wore" Diagram and "The Discovery of the Titanic,"	Documentary (video) by James Cameron from <i>Titanic at 100: Mystery Solved</i>
Learning Objective/ Standard	The student will be able to identify and analyze cause and effect organization. Supporting: Determine meanings of technical language RI.2.5 *	The student will be able to analyze and compare poetic form and learn how poets use form, alliteration, and tone to express feelings and ideas. RL.2.5 RL.2.4 Supporting: RL.2.6	The student will be able to identify and analyze how dialect and imagery, including figurative language, bring a story to life. RL.2.4	The student will be able to analyze elements of narrative nonfiction How authors establish style and tone in their writing. RI.1.3 RI.2.4 (tone and style)	The student will be able to understand the features and analyze the purpose of the documentary, as well as integrate its information with other sources. RI.3.7, SL.1.2
Vocabulary Strategy Focus	Greek Affixes	X	Use Context Clues	Specialized Vocabulary	X
Language & Style Focus	Shifts in Pronoun Person	X	Capitalization	Consistency in Style and Tone	X
Close Reading Strategy and Strategies for Annotation	Analyze Structure: Cause and Effect pg 146, 153 Determine Meaning: Technical Language pg 149 Greek Affixes pg 155	Analyze Structure pg 165, 168 Determine Meanings of Words and Phrases pg 169	Determine Meaning: Dialect pg 173 Determine Meaning: Figurative Language pg 176, 181 Use Context Clues pg 183	Analyze Text: Narrative Nonfiction pg. 189 Analyze the Meanings of Words and Phrases pg. 193 Specialized Vocabulary pg. 195	
iReady Focus	Lesson 11: Analyzing	Lesson 14: Analyzing	Lesson 13: Determining	Lesson 4: Analyzing Key	

<i>*Small group instruction</i>	Text Structures (p. 103)	Word Choice (p. 137)	Word Meanings: Figurative and Connotative (p. 129)	Ideas in a Text (p. 27) Lesson 10: Determining Word Meanings: Figurative, Connotative and Technical (p. 95)	
Assessments	Mid-Quarter: RI.2.5, RL.2.5			End of Quarter: RI.2.4, RL.2.4, RI.1.3	
Selection Performance Task	Speaking Activity: Discussion, 154	Writing Activity: Poem, p. 170	Writing Activity: Description, p. 182	W.3.7, *Modified: Research a passenger from the Titanic (teacher given) to determine if the person lived or died.	*Carry over from previous PT, and have students create a multimedia presentation on the research
Resources					
Collection Performance Task:	*Argumentative Writing- Have students write an essay arguing who was responsible for the failure of the Titanic using information from texts/video in the Collection and extra resources.* Only use non-fiction texts.				
Novel:	<i>A Long Walk to Water</i> , (non-fiction)				
Collection Academic Vocabulary:	Circumstance, constraint, impact, injure, significant				
Writing Instructional Focus	Argumentative Writing (Digital Interactive Writing Lesson) Writing Workshop: Performance Assessment, Unit 1				

Grade 6 ELA Curriculum Map
Collection Four: Making Your Voice Heard
Pacing:

	Lesson	Lesson	Lesson
Text	"My Wonder Horse, p. 211A"	Editorial by USA TODAY "Wild Animals Aren't Pets," p. 223A	Commentary "Let People Own Exotic Animals," p. 223A Close Reader: "Views on Zoos"
Learning Objective/ Standard	The student will be able to interpret theme. Students will be able to write an objective summary. <i>Supporting:</i> Identify internal and external conflict in the context of a short story. <i>RL.1.2</i> <i>Supporting RL.1.3 (conflict)</i>	The student will be able to trace and evaluate an argument. RI.3.8	The student will be able to compare and contrast who arguments on the same topic. RI. 3.9 Supporting RI.1.1
Vocabulary Strategy Focus	Interpret Figures of Speech		Part to Whole Analogies
Language & Style Focus	Improving Expression		Spell Words Correctly
Close Reading Strategy	Determine Theme pg 219 Interpret Figures of Speech in Context pg 221	Trace and Evaluate an Argument pg 226	Analyze the Meaning of Words and Phrases pg 229 Part-to-Whole Analogies pg 231
iReady Focus <i>*Small group instruction</i>	Lesson 8: Determining Theme or Central Idea (p. 69) Lesson 9: Summarizing Literary Texts (p. 111)	Lesson 18: Evaluating an Argument (p. 179)	Lesson 19: Comparing and Contrasting Text
Selection Performance Task	*Focus on question number 7 (discussion, writing)		Writing Activity: Argument Essay
Novel:	Continue from last quarter if needed		
Collection Academic Vocabulary:	Appropriate, authority, consequence, justify, legal		

Semester Two
Quarter Three

Grade 6 ELA Curriculum Map
Collection
Pacing: 9 Weeks

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	Greek Myth from Black Ships Before Troy: The Story of the Iliad,” p. 313A	Close Reader: Medusa’s Head” and poem “Medusa” Poem “The Apple of Discord I”	Chinese Folktale “Yeh-Shen: A Cinderella Story from China,” p. 335A	The Prince and the Pauper, p. 345A	Essay, “The Role of Myths in Ancient Greece”
Learning Objective/ Standard	The student will be able to describe literary elements and determine themes in a Greek Myth. RL.1.2 (helps lead to 3.9)	The student will be able to compare and contrast texts in different genres and how they approach similar themes or topics. RL.3.9	The student will be able to describe the elements of folktales as well as the use of foreshadowing. Supporting: The student will be able to compare and contrast texts in different genres and how they approach similar themes or topics. RL.1.3, 2.5, RL. 3.9	The student will be able to describe the elements of drama in a play. The student will be able to compare and contrast the elements are are different in a story and a drama (filmed, staged). RL.2.5 (drama structure) RL.3.7	*The student will be able to determine an author’s purpose or point of view in a text and how it is conveyed. RI.2.6 *The goal is changed from what is listed in the textbook. Use page 113 as a reference for this standard*
Vocabulary Strategy Focus	Cause to Effect Analogies	x	Using a Glossary		Latin Roots
Language & Style Focus	Spell Words Correctly	x	Spell Words Correctly		Parentheses
Close Reading Strategy with Strategies for Annotation	Describe Stories: Myths pg 317, 322 Determine Theme pg 327 Cause-to-Effect Analogies pg 329	Determine Meanings of Words and Phrases pg 333	Describe Stories: Folk Tales pg 339	Describe Drama pg 352 Describe Drama pg 357, 361	Analyze Structure pg 365, 369 Cite Evidence pg 367 Latin Roots pg 371
iReady Focus <i>*Small group instruction</i>		Lesson 20: Comparing and Contrasting Genres (p. 209)		Lesson 16: Analyzing the Structure of Stories (p. 153)	Lesson 12: Determining Point of View (p. 111)

Assessments	Mid-Quarter: RI.3.8, RI.3.9		End of Quarter: RL.3.7, RL.3.9		
Selection Performance Task	Writing Activity: Analysis	*Short Response at the end of the Close Reader Present a Speech	*Short Response: What is the theme of Yen-Shen, and how do the events of the story contribute to the theme?	Speaking Activity: Dramatic Reading	Speaking Activity: Discussion
Novel:	*Optional <i>The Lightning Thief</i> (caution- begin late in third quarter, cont. In quarter four)				
Collection Academic Vocabulary:	Emphasize, occur, period, relevant, tradition				
Writing Instructional Focus	Writing Workshop: Performance Assessment Booklet: Unit 4 Mixed Practice- Tasks 1&2 Argumentative Writing/Informative Writing (Digital Interactive Writing Lesson) *Spend this time working on review for FSA writing. Utilize FSA Portal resources for writing <ul style="list-style-type: none"> • Review student samplers • Review rubrics 				

Quarter Four

Grade 6 ELA Curriculum Map Collection Two: Animal Intelligence Pacing: 9 Weeks (FSA time included)

*Note: all major standards have been taught by this point in the school year. All standards covered now are at a deeper level or a review of previously taught material.

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	Science Writing: from How Smart Are Animals? Close Reader: "Can Animals Feel and Think?"	Short Story "The Mixer," p. 73A Close Reader: "The Pod"	Speech "Tribute to the Dog," 93A	Poem by Nancy Wood, "Animal Wisdom," p. 99A Poem by Mary TallMountain, "The Last Wolf," p. 99A	Informational Text from Animal Snoops, The Wonderful World of Wildlife Spies, p. 117A Close Reader: "Bats!"
Learning Objective/ Standard	The student will be able to summarize central ideas and important details to determine author's purpose. RI.2.6	The student will be able to describe how characters respond and change... Analyze point of view in a short story. RL.1.3 RL.2.6	The student will be able to trace and evaluate an argument and identify persuasive techniques. RI.3.8	The student will be able to understand how personification and imagery emphasize themes and ideas in poetry and learn how to paraphrase these ideas. RL.2.4	The student will be able to analyze how anecdotes and text features contribute to the structure of a text RI.2.5 RI.1.3 RI.1.1 W.3.7
Vocabulary Strategy Focus	Verify Word Meaning	Greek Suffix -ize	Print or Digital Dictionary	X	Synonyms
Language & Style Focus	Pronoun Number	Intensive Pronouns	Relative Pronouns	X	Capitalization
Close Reading Strategy/Strategies for Annotation	Summarize Text pg 113 Verify Word Meaning pg 115	Explain Point of View pg 77 Describe Characters' Responses pg 84, 89 Greek Suffix -ize pg 91	Trace and Evaluate an Argument pg 95 Using a Print or Digital Dictionary pg 97	Determine Meaning of Words and Phrases pg 101, pg 103	Integrate Information pg 120 Analyze Text: Anecdote pg 125 Synonyms pg 127
iReady Focus <i>*Small group instruction</i>	x	x	x	x	x
Assessments	Mid-Quarter: RI.2.6, RL.1.2		End of Quarter: RL.1.1		

Selection Performance Task	Writing Activity: Essay, p. 114 Focus on question #4, Summarizing	Writing Activity: Essay P. 90	Speaking Activity: Discussion, p. 96	Writing Activity: Essay, p. 104	Media Activity: Presentation, p. 126
Collection Performance Task:	* Changed from Collections* Narrative Prompt using Collections Texts: Write a short story, using personification, through the eyes of another animal. Refer to the short story “The Mixer” as an example.				
Novel:	*Continuing The Lightning Thief				
Collection Academic Vocabulary:	Benefit, distinct, environment, illustrate, respond				
Writing Instructional Focus	Narrative Writing (Digital Interactive Writing Lesson)				