

St Johns County School District
Curriculum Map English Language Arts
6th grade

Unit 1 – Survival

Established Benchmarks:

Reading Standards for Literature: (All standards are taught, but the ones in **bold** are the focus for this unit.)

- RL 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- RL 2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide summary of the text distinct from personal opinions or judgments.**
- 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.
- 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.
- 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.
- RL 6 Explain how an author develops the points of view of the narrator or speaker in a text.
- 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.
- RL 8 (Not applicable to literature)
- 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.
- RL10 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.

Reading Standards for Informational Text: (All standards are taught, but the ones in **bold** are the focus for this unit.)

- RI 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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).**
- RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**
- 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.**
- RI 6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI 7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words

St Johns County School District
Curriculum Map English Language Arts
6th grade

to develop a coherent understanding of a topic or issue.

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.

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).

RI10 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 Standards: (All standards will be taught, but there should be a focus on the ones in **bold**).

W1 Write arguments to support claims with clear reasons and relevant evidence.

W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5 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.

W6 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.

W7 Conduct a short research project to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W8 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.

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W10 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: (ALL of these standards should be taught throughout the year.)

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.

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.

SL 3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**St Johns County School District
Curriculum Map English Language Arts
6th grade**

- 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.
- SL 5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language: (ALL of these standards should be taught throughout the year.)

- L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L4 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.
- L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L6 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.

Enduring Understanding

Adaptations are necessary to survive.
Conflict is at the root of all survival.

Essential Questions:

How is it different to survive as an individual verses a group?
What does one need in order to survive?
How do memories of the past affect your future?

St Johns County School District
Curriculum Map English Language Arts
6th grade

Student will know.....	Students will be able to do.....
<u>RI 1</u> <ul style="list-style-type: none">• Analyze• Cite evidence• Support• Draw inferences	<u>RI 1</u> <ul style="list-style-type: none">• Cite evidence from the text.• Evidence should support analysis of the text.• Evidence should prove any inferences drawn from the text.
<u>RI 2</u> <ul style="list-style-type: none">• Main idea• Supporting Details• Summarize• Fact and Opinion	<u>RI 2</u> <ul style="list-style-type: none">• Determine central idea.• Identify details that support central idea.• Summarize the text.• Distinguish opinions and judgments.
<u>RI 3</u> <ul style="list-style-type: none">• Analyze• Example• Anecdote• Key Individuals, events or ideas	<u>RI 3</u> <ul style="list-style-type: none">• Analyze in detail how a key individual, event, or idea is introduced in a text. (examples or anecdotes)• Analyze in detail how a key individual, event, or idea is illustrated in a text. (examples or anecdotes)• Analyze in detail how a key individual, event, or idea is elaborated in a text. (examples or anecdotes)
<u>RI 4</u> <ul style="list-style-type: none">• Context clues• Figurative• Connotative• Technical (Vocabulary specific to text. Such as How-To, manuals and directional writing.)	<u>RI 4</u> <ul style="list-style-type: none">• Use context clues to understand the meaning of words including figurative, connotative, and technical meaning.
<u>RI 5</u> <ul style="list-style-type: none">• Informational text• Analyze• Sentence• Paragraph• Chapter	<u>RI 5</u> <ul style="list-style-type: none">• Analyze how individual elements (sentence, paragraph, chapter, or section) of informational text contribute to development of ideas.• Analyze how individual elements (sentence, paragraph, chapter, or section) of informational text

St Johns County School District
Curriculum Map English Language Arts
6th grade

<ul style="list-style-type: none"> • Section <p><u>RI 8</u></p> <ul style="list-style-type: none"> • Claims • Trace/follow • Evaluate • Evidence • Reasons • Argument • Support <p><u>RI 9</u></p> <ul style="list-style-type: none"> • Compare • Contrast • Author’s Perspective • Genre 	<p>contribute to the structure of the text.</p> <p><u>RI 8</u></p> <ul style="list-style-type: none"> • Follow and evaluate the claims throughout the text. • Distinguish which claims are supported by evidence. <p><u>RI 9</u></p> <ul style="list-style-type: none"> • Compare and contrast texts of different genres that share similar events, individuals, or ideas.
<p><u>Writing</u> <u>W2</u></p> <ul style="list-style-type: none"> • Informative texts • Explanatory texts. • Relevant facts, definitions, concrete details, and quotations. • Transition words • Relevant content 	<p><u>Writing</u> <u>W2</u></p> <ul style="list-style-type: none"> • Introduce a topic • Organize ideas, concepts, and information. • Use strategies to identify text structure • Develop the topic using relevant facts, definition, details ,quotations • Use appropriate transitions and precise language. • Maintain formal style. • Write a concluding statement/section.
<p>Vocabulary: <i>This section refers to vocabulary from the extended text</i></p>	<p>Grammar Focus: <i>Instructors should identify the common patterns of errors in</i></p>

**St Johns County School District
Curriculum Map English Language Arts
6th grade**

<p><i>only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> <p><u>Academic Vocabulary:</u> Theme, Main Idea, Nonfiction Text, Text Structures, Text Features, Conflict, Simile/Metaphor</p> <p><u>Words to Front-Load:</u> Nomads, grief, console</p> <p><u>Vocabulary in Context:</u> banish, bazaar, clan, oases, ergs, regs, hamadas, wadis, chotts</p> <p><u>Instructional Methods:</u> Teach prefixes, suffixes, root words and strategies that aid in determining meaning.</p>	<p><i>student writing and address them in their instruction. Listed below are the skills that need explicit instruction this quarter.</i></p> <p><u>L1-</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> • Nouns (common, proper, and suffixes) pg. 346 • Compound sentences pg. 347 • Subject/Predicate • Adjectives • Punctuation • Capitalization
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Assessment Evidence

<p>Formative Tasks: <i>Instructors should formatively assess their standards daily to track student progress and guide instruction. Refer to the formative assessment strategies handout in appendix.</i></p> <p>Develop tasks that reflect performance and summative evidence of mastery.</p> <ul style="list-style-type: none"> • Text-based questions • Close reading • Read extended text • Respond to vocabulary • Respond to evidence-based selected response • Routine, daily writing. <p>See livebinder.com for suggested lessons and resources.</p>	<p>Threshold: 69 and below on Summative Assessments</p> <p>Suggested Re-Teach Options:</p>
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<p>Writing Tasks: <i>The instructor is expected to follow best practices for</i></p>	<p>Summative Tasks: Text-dependent questions that measure students'</p>
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St Johns County School District
Curriculum Map English Language Arts
6th grade

<p><i>assessing CCSSs in the context of reading and writing, including:</i></p> <ul style="list-style-type: none"> • 4–6 expository pieces of writing per “Informational Text” quarter, with focus on informing and explaining. • 1-2 narrative pieces of writing per “Informational Text” quarter. • Suggested topics to include author’s point of view; drawing inferences; emphasizing different evidence; and advancing different interpretations of text. • Routine, daily, purposeful writing. • Text-based writing to demonstrate content and process knowledge. 	<p>comprehension and provide them with the evidence needed to develop their informational writing piece.</p> <p>Mini-summative Assessments on selected texts throughout the quarter.</p> <p>District Quarter Exam – Part A – $\frac{3}{4}$ through quarter - Essay Writing</p> <p>District Quarter Exam – Part B – end of quarter – all multiple choice</p>
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Resources

<p><u>Extended Text that ALL students MUST read:</u></p> <ul style="list-style-type: none"> • “The Sahara: Africa’s Great Desert” (Interactive Reader) pg. 60 • “Nadia the Willful” (Interactive Reader) pg. 51 <p>Suggested pieces to accompany extended text are listed below. Students should read a minimum of 2-3 literature texts and a minimum of 1-2 informational texts per unit.</p> <p><u>Literature Texts:</u></p> <ul style="list-style-type: none"> • Unit 3- “Scout’s Honor”- pg. 348 • Unit 3- “The Ant and the Grasshopper” -pg. 368 • Unit 3- “Same Song”- pg. 392 (poem) • Unit 3- “Without Commercials”- pg. 394 (poem) <p><u>Informational Texts:</u></p> <p>Unit 7- “The Story of My Life”- pg. 786 Helen Keller Unit 7-“Letter to Miss Keller”- pg. 792 Franklin D. Roosevelt Unit 7-Spellbinder: The Life of Harry Houdini -pg.802 Unit 7-Documentary: from Houdini: “The Great Escape”- Media Smart DVD</p>	<p><u>Suggested Activities:</u></p> <p>Visit livebinders.com for resources.</p>
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**St Johns County School District
Curriculum Map English Language Arts
6th grade**

Unit 3- "Wilderness Survival"-pg.365 (Paired fiction piece- Unit 3- "Scout's Honor"- pg. 348)	
Scaffolding / Intervention Strategies:	
<u>Below Grade Level:</u> Unit 3- Reader's Workshop pg. 306- Topic Versus Theme	<u>Above Grade Level:</u> Unit 3- Differentiated Instruction is located at the bottom of each teacher page.