

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

Unit 2 Change

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 a 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

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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 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.

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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.
- 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:

Change is necessary for growth.

Essential Questions:

How can I change to overcome my fears?
What if my whole world changed?

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<p>Student will know.....</p> <p><u>RL 1</u></p> <ul style="list-style-type: none"> • Analyze • Cite evidence • Support • Draw inferences <p><u>RL 2</u></p> <ul style="list-style-type: none"> • Main idea • Supporting Details • Summarize • Fact and Opinion <p><u>RL 3</u></p> <ul style="list-style-type: none"> • Plot to include exposition, rising/falling action, climax, resolution and conflict. • Plot line/graph • Character • Setting <p><u>RL 4</u></p> <ul style="list-style-type: none"> • Tone • Connotation/denotation • Figurative language • Context clues • Word choice <p><u>RL 6</u></p> <ul style="list-style-type: none"> • 1st person pronouns • 2nd person pronouns • 3rd person pronouns • Narrator/speaker 	<p style="text-align: center;">Are people more alike or different?</p> <p>Students will be able to do.....</p> <p><u>RL 1</u></p> <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. <p><u>RL 2</u></p> <ul style="list-style-type: none"> • Determine central idea. • Identify details that support central idea. • Summarize the text. • Distinguish opinions and judgments. <p><u>RL 3</u></p> <ul style="list-style-type: none"> • Understand the stages of plot. • Describe how a story's (or drama's) plot unfolds. • Describe how the character changes through the development of the plot. <p><u>RL 4</u></p> <ul style="list-style-type: none"> • Use context clues to understand the meaning of words/phrases including figurative and connotative meaning. • Analyze the impact of specific word choice on meaning. • Analyze the impact of specific word choice on tone. <p><u>RL 6</u></p> <ul style="list-style-type: none"> • Introduced pronouns, 1st person/2nd person/3rd person • Explain how an author develops the point of view of the narrator/speaker in a text.
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<ul style="list-style-type: none"> • Point of view <p><u>RL 9</u></p> <ul style="list-style-type: none"> • Genres • Theme <p><u>Writing</u></p> <p><u>W3</u></p> <ul style="list-style-type: none"> • Introduction of character, organization of the event • Narrative techniques such as dialogue, pacing, description • Transition words to convey sequence, time frame/setting • Precise words, descriptive details, and sensory language to convey experiences and events • Conclusion 	<p><u>RL 9</u></p> <ul style="list-style-type: none"> • Compare texts with similar themes using a variety of genres. • Contrast texts with similar themes using a variety of genres. <p><u>Writing</u></p> <p><u>W3</u></p> <ul style="list-style-type: none"> • Write narrative text based on real or imagined experiences. • Introduce a character. • Organize events in a logical sequence. • Use dialogue and descriptions to promote character development. • Use precise words/phrases, descriptive details, and sensory language to convey experiences and events. • Write a conclusion that makes sense to the reader.
<p>Vocabulary: <i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p>	<p>Grammar Focus: <i>Instructors should identify the common patterns of errors in student writing and address them in their instruction. Listed below are the skills that need explicit instruction this quarter.</i></p>

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<p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none">• Elements of plot• Genre• Theme• Character• Setting• Point of View (1st, 2nd, 3rd)• Speaker/narrator• Tone/mood• Connotation/denotation• Figurative Language (onomatopoeia, simile, metaphor, personification, hyperbole)• Sound devices (alliteration) <p><u>Words to Front-Load:</u> Culture, tone, summarize, compare and contrast</p> <p><u>Vocabulary in Context:</u> Consumption, cope, etiquette, lavishly, mortified, revolting</p> <p><u>Instructional Methods:</u> Teach prefixes, suffixes, root words and strategies that aid in determining meaning.</p>	<ul style="list-style-type: none">• Pronouns• Verbs• Adverbs• Review punctuation and capitalization• Quotation marks for dialogue
Assessment Evidence	

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<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> <p><i>Florida Achieves</i></p> <p><i>Discovery Education</i> (probes)</p>
<p>Writing Tasks: <i>The instructor is expected to follow best practices for 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>Summative Tasks: Text-dependent questions that measure students’ 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 – ¾ through quarter - Essay Writing</p> <p>District Quarter Exam – Part B – end of quarter – all multiple choice</p>
Resources	
Extended Text that ALL students MUST read:	Suggested Activities:

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<p>Unit 4 “All American Slurp” by Lensey Namioka p. 422 (p. 71 <i>Interactive Reader</i>)</p> <p><i>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.</i></p> <p><u>Literature Texts:</u></p> <p><i>Unit 1 focus is Plot, Conflict, and Setting</i></p> <p><i>Unit 2 focus is Analyzing Character and Point of View</i></p> <ul style="list-style-type: none"> • Unit 1 “The School Play” by Gary Soto p. 30 (p. 3 <i>Interactive Reader</i>) • Unit 1 “All Summer in a Day” by Ray Bradbury p. • Unit 1 “The Walrus and the Carpenter” by Lewis Carroll (for narrative writing focus) p. 134 • Unit 2 “Eleven” Sandra Cisneros p. 182 • Unit 2 “Tuesday of the Other June” p. 204 • Unit 2 “Primer” (poem) by Rita Dove p. 218 <p><u>Informational Texts:</u></p> <ul style="list-style-type: none"> • Unit 1 “The Fate of the Donner-Reed Party” by Tara McClellan McAndrew (p. 15 <i>Interactive Reader</i>) • Unit 1 “Weather That’s Out of This World” p. 75 • Unit 1 “Space Settlements” p. 76 • Unit 1 “Artists’ Views of a Space Colony” p. 80 • Unit 2 “The Problem with Bullies” p. 223 • Unit 4 “American Lifestyles and Habits” p. 437 	<p>Visit livebinders.com for resources.</p> <p>Writing Workshop p. 824 Personal Narrative</p>
Scaffolding / Intervention Strategies:	
<p><u>Below Grade Level:</u></p> <ul style="list-style-type: none"> • Unit 1 Reader’s Workshop p. 24 for plot 	<p><u>Above Grade Level:</u></p> <ul style="list-style-type: none"> • “Critical Thinking” Responses in

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<ul style="list-style-type: none">• Textbook differentiated strategies, bottom of pages in TE*• Kagan Strategies	textbook.*
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**Literature*, McDougal Littell