

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

Unit 3 PRIDE

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.

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- 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 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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<p>Speaking & Listening: (All standards will be taught, but there should be a focus on the ones in bold).</p> <p>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.</p> <p>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.</p> <p>SL 3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>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.</p> <p>SL 5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: (ALL of these standards should be taught throughout the year.)</p> <p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	
<p>Enduring Understanding: Pride is what motivates a person to do what they do in life.</p>	<p>Essential Questions: How can pride be a negative and/or a positive in a person's life? What gives you pride?</p>
<p>Students will know... <u>Reading Literature</u> <u>RL 5</u></p>	<p>Students will be able to do... <u>Reading Literature</u> <u>RL 5</u></p>

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<ul style="list-style-type: none"> • Sentence • Stanza • Chapter • Scene • Text structure • Development of theme, setting, and plot <p><u>Reading Informational Texts</u></p> <p><u>RI 5</u></p> <ul style="list-style-type: none"> • Paragraph • Section • Development of ideas <p><u>RI 6</u></p> <ul style="list-style-type: none"> • Author's purpose • Author's point of view <p><u>RI 7</u></p> <ul style="list-style-type: none"> • Different media/formats (i.e. newspaper, video, pictures, etc..) <p><u>Writing</u></p> <p><u>W 1</u></p> <ul style="list-style-type: none"> • Arguments • Claims • Evidence • Concluding statement/paragraph/section • Credible/reliable sources • Transitional words, phrases, and clauses • Writing formats <p><u>Speaking and Listening</u></p> <p><u>SL 2</u></p> <ul style="list-style-type: none"> • Interpret • Explain 	<ul style="list-style-type: none"> • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. • Explain how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot. <p><u>Reading Informational Texts</u></p> <p><u>RI 5</u></p> <ul style="list-style-type: none"> • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. • Explain how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas in the text. <p><u>RI 6</u></p> <ul style="list-style-type: none"> • Determine author's point of view in a text. • Determine author's purpose in a text. • Explain how author's point of view or purpose is conveyed in a text. <p><u>RI 7</u></p> <ul style="list-style-type: none"> • Develop a coherent understanding of a topic or issue through the integration of information presented in different media or formats. <p><u>Writing</u></p> <p><u>W 1</u></p> <ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence.
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<p><u>SL 4</u></p> <ul style="list-style-type: none"> • Present clearly with logical sequence • Use appropriate presentation techniques 	<ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons/relevant evidence using credible/valid sources that demonstrate an understanding of the topic or text. c. Use appropriate transitional words, phrases, and clauses to clarify the relationships among claim(s) and reason(s). d. Establish and maintain an appropriate format for the intended audience. e. Provide an appropriate concluding statement, paragraph, or section that follows from the argument presented. <p><u>Speaking and Listening</u></p> <p><u>SL 2</u></p> <ul style="list-style-type: none"> • Interpret information presented in diverse media formats • Explain how information contributes to a topic <p><u>SL 4</u></p> <ul style="list-style-type: none"> • Present claims with logical sequence to accentuate main ideas or themes • Use appropriate eye contact, volume, and clear pronunciation
<p>Vocabulary:</p> <p><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:</p> <p><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</i></p>

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<p><u>Academic Vocabulary:</u> myth, cultural values, main idea, details, theme, setting, plot</p> <p><u>Words to Front-Load:</u> spirals, vegetation, interwoven, funnel</p> <p><u>Vocabulary in Context:</u> distorted, exquisite, immensely, indignantly, obscure, obstinacy, ominous, sacred</p> <p><u>Instructional Methods:</u> Teach prefixes, suffixes, root words and strategies that aid in determining meaning.</p>	<p><i>quarter.</i></p> <p>semi-colon, commas, independent clause, simple sentence, compound sentence, (page 669 for instructional activity)</p>
Assessment Evidence	

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<p>Formative Tasks: <i>Instructors should formatively assess their standards daily to track student progress and guide instruction. Strategies and tools for the use of formative assessments can be found at:</i></p> <p><u>Tools for Formative Assessments</u> <u>Tools and Strategies for Formative Assessments</u></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>review and conferencing small group work Florida Achieves</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. 	<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</p>

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<ul style="list-style-type: none"> • Routine, daily, purposeful writing. • Text-based writing to demonstrate content and process knowledge. 	<p>multiple choice</p> <p>*Use to guide instruction</p>
Resources	
<p><u>Extended Text that ALL students MUST read:</u> “Apollo’s Tree”, “Arachne”, and “Spider Webs” pages 656 to 675 in Literature text.</p> <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> “Dog of Pompeii” pages 312 to 325 “Words Like Freedom” and “Dreams” pages 384 to 389 “Damon and Pythias” pages 688 to 696 “Scouts Honor” pages 348 to 362 “The Good Deed” pages 42 to 59 (includes the poem “Pastures” page 58</p> <p><u>Informational Texts:</u> “In Search of Pompeii” and “Italians Trying to Prevent a Modern Pompeii” pages 329 to 335</p>	<p><u>Suggested Activities:</u></p> <p>Visit livebinders.com for resources.</p>
Scaffolding / Intervention Strategies:	
<p><u>Below Grade Level:</u></p> <ul style="list-style-type: none"> • Use audio version of text to provide a model of fluent reading. 	<p><u>Above Grade Level:</u></p> <ul style="list-style-type: none"> • Use Socratic Seminars to increase the depth of discussion and learning.

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<ul style="list-style-type: none">• Graphic organizers to help students make connections and review targeted learning goals.• Teacher think-alouds make the process of comprehending text visible for students.• Use Writer’s Workshop to develop writing skills	<ul style="list-style-type: none">• Provide supplemental texts at an appropriate level of text complexity.• Use student choice whenever possible to develop open-ended projects.• Allow independent research that goes beyond the texts provided in class.
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