

## Curriculum Map

# Grade 6 English/Language Arts

### PERFORMANCE YEAR-END GOALS W/ COMMON CORE STATE STANDARDS

- ELA 6.1:** Students will cite textual evidence, analyze, summarize, develop inferences, determine importance, and draw conclusions for a narrative text including stories, dramas, and poetry. **(RL6.1, RL6.2, RL6.3, RL6.10)**
- ELA 6.2:** Students will compare and contrast two or more texts, sources, or mediums while reading. **(RL6.7, RL6.9, RL6.10, RI6.3, RI6.7, RI6.9, RI6.10)**
- ELA 6.3:** Students will determine theme within a narrative text and analyze its development using literary elements. **(RL6.2, RL6.3, RL6.6, RL6.9, RL6.10)**
- ELA 6.4:** Students will determine the meaning of words/phrases, examine the structure of text, and analyze the author's point of view, and explain how it is developed. **(RL6.4, RL6.5, RL6.6)**
- ELA 6.5:** Students will cite textual evidence, determine central idea, make connections between individuals, ideas, and events, and develop objective summaries for an informative text. **(RI6.1, RI6.2, RI6.3, RI6.8, RI6.10)**
- ELA 6.6:** Students will determine the meaning of content specific words/ phrases, examine the structure of text, and analyze the author's point of view, tracing and evaluating arguments and claims within the text. **(RI6.4, RI6.5, RI6.6, RI6.7, RI6.8, RI6.9)**
- ELA 6.7:** Students will demonstrate proper usage of pronouns, punctuation, capitalization, and spelling when producing written work. **(L6.1a-e, L6.2a-b, L6.3a-b)**
- ELA 6.8:** Students will determine the meaning of words, including multiple-meaning words and phrases, figurative language, word relationships, and nuances in word meanings. **(L6.4a-d, L6.5a-c, L6.6)**
- ELA 6.9:** Students will compose arguments to support claims with reason and relevant evidence. **(W6.1a-e, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10)**
- ELA 6.10:** Students will compose informative/explanatory essays to examine a topic and convey ideas, concepts, and information by using relevant reason and evidence. **(W6.2a-f, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10)**
- ELA 6.11:** Students will compose narratives to develop real or imagined experiences or events. **(W6.3a-e, W6.4, W6.5, W6.6, W6.10)**
- ELA 6.12:** Students will use effective communication skills during discussions. **(SL6.1a-d, SL6.2, SL6.3)**
- ELA 7.13:** Students will produce oral reports, or present an opinion on a specific topic, using appropriate speech techniques. **(SL6.4, SL6.5, SL6.6)**

## Curriculum Map Grade 6 English/Language Arts

TIME INTERVALS	PERFORMANCE OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p><b>1<sup>st</sup> Quarter</b> <b>Writing Focus:</b> <b>Argumentative</b></p>	<p><b>Skill 6.1.2</b> Identify a theme or central idea of a text and analyze how it is conveyed through details in the text. <b>(6.3.2, 6.5.4)</b></p> <p><b>Skill 6.1.5</b> Write an objective summary of the text that does not contain personal opinions/judgements. <b>(6.3.5)</b></p> <p><b>Skill 6.1.6</b> Identify textual evidence to support an analysis of a text.</p> <p><b>Skill 6.1.7</b> Use evidence from the text to draw inferences to support analysis of the text.</p> <p><b>Skill 6.2.2</b> Compare/contrast what is “seen” and “heard” when reading a text to what is “perceived” while watching or listening to a text.</p> <p><b>Skill 6.2.3</b> Compare/ contrast text in different forms and genres and how they approach similar themes or topics.</p> <p><b>Skill 6.2.4</b> Analyze how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text. <b>(6.5.6)</b></p> <p><b>Skill 6.2.5</b> Develop a clear understanding of a topic using both print and media sources. <b>(6.6.6)</b></p> <p><b>Skill 6.2.6</b> Integrate information from media sources and print sources when investigating a topic. <b>(6.6.7)</b></p> <p><b>Skill 6.2.7</b> Compare and contrast one author’s presentation of events with another authors.</p> <p><b>Skill 6.4.1*</b> Use context clues to determine the meaning of words/phrases in a text. <b>(6.6.1, 6.8.1)</b></p> <p><b>Skill 6.4.5*</b> Determine the point of view of a text. <b>(6.3.6)</b></p> <p><b>Skill 6.5.3</b> Determine the central idea in a text.</p>	<p>Writing and Grammar</p> <p>Handouts</p> <p>Technology Equipment</p> <p>Media &amp; Literature Selections</p> <p>Graphic Organizers -Webs</p> <p>Interactive Writing Coach</p> <p>Literature Textbook</p> <p>Adapted Reader’s Notebook</p> <p>Reader’s Notebook</p> <p>Vocabulary Activities</p> <p>Skills Workbook</p> <p><b>See ISBE Framework</b></p>	<p>Argumentative Essay</p> <p>District Writing Sample</p> <p>MAP</p> <p>Tier III Pre-Test</p> <p>1<sup>st</sup> Quarter Common Assessment</p> <p>Teacher-Created Assessments</p>

## Curriculum Map Grade 6 English/Language Arts

	<p><b>Skill 6.5.7</b> Evaluate arguments and specific claims in a text. <b>(6.6.8)</b></p> <p><b>Skill 6.5.8</b> Distinguish between claims that are supported by evidence/ reasons from the text and claims that are not. <b>(6.6.9)</b></p> <p><b>Skill 6.6.2*</b> Analyze the meaning of figurative and connotative language in a text.</p> <p><b>Skill 6.6.3</b> Analyze how sentences, chapters, paragraphs, and sections contribute to the development of ideas.</p> <p><b>Skill 6.6.4</b> Determine the author’s point of view or purpose of the text.</p> <p><b>Skill 6.6.5</b> Explain how an author develops point of view in a text.</p> <p><b>Skill 6.7.6*</b> Spell correctly</p> <p><b>Skill 6.7.7*</b> Identify sentence types</p> <p><b>Skill 6.7.8*</b> Vary sentence types for meaning, reader or listener interest, and style</p> <p><b>Skill 6.7.9*</b> Identify variations in their own and others’ writing and speaking.</p> <p><b>Skill 6.7.10*</b> Use strategies to improve expression in conventional language.</p> <p><b>Skill 6.7.11*</b> Demonstrate consistent style and tone.</p> <p><b>Skill 6.8.2*</b> Identify and apply grade appropriate Greek/ Latin affixes and roots to determine the meaning of words.</p> <p><b>Skill 6.8.3*</b> Clarify the meaning, pronunciation, and part of speech of a reference materials (print &amp; digital).</p> <p><b>Skill 6.8.5</b> Use relationships between words to better understand a word (e.g. cause/effect, part/whole, item/category).</p> <p><b>Skill 6.8.7*</b> Acquire and use grade appropriate, precise academic/domain specific words and phrases.</p>		
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## Curriculum Map

# Grade 6 English/Language Arts

	<p><b>Skill 6.9.1</b> Produce claims with clear and relevant evidence.</p> <p><b>Skill 6.9.2</b> Support claims with relevant evidence using credible sources which help demonstrate understanding of the text or topic.</p> <p><b>Skill 6.9.3</b> Use words, phrases, and clauses to clarify relationships among claims and reasons.</p> <p><b>Skill 6.9.4*</b> Establish and maintain formal writing style.</p> <p><b>Skill 6.9.5</b> Develop a concluding statement following argument presented.</p> <p><b>Skill 6.9.6</b> Produce clear/ coherent writing in which the development and organization/ style are appropriate to task, purpose, and audience.</p> <p><b>Skill 6.9.7*</b> Utilize the writing process (planning, revising, editing, and rewriting) to develop and strengthen writing.</p> <p><b>Skill 6.9.8*</b> Use technology to produce and publish writing as well as collaborate with others.</p> <p><b>Skill 6.9.9*</b> Demonstrate typing ability by typing three pages in one sitting.</p> <p><b>Skill 6.9.10</b> Conduct research using several sources to answer a question.</p> <p><b>Skill 6.9.11</b> Gather relevant information from reliable and credible sources using effective search terms.</p> <p><b>Skill 6.9.12*</b> Use researched facts, definitions, details, and quotations while avoiding plagiarism.</p> <p><b>Skill 6.9.13</b> Providing basic bibliographic information on the sources used during research.</p> <p><b>Skill 6.9.14*</b> Write routinely over time and shorter time frames for a range of tasks, purposes, or audiences.</p> <p><b>Skill 6.12.6</b> Analyze and interpret information presented in different media and formats.</p>		
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## Curriculum Map Grade 6 English/Language Arts

	<p><b>Skill 6.12.7</b> Explain how ideas presented using media contribute to the topic, text, or issue being studied.</p> <p><b>Skill 6.12.8</b> Evaluate speaker’s arguments/ claims and distinguish claims that are supported by evidence form those that are not.</p> <p><b>Skill 6.13.2</b> Present claims and findings, sequencing ideas using descriptions, facts, and details to accentuate main idea or topic.</p>		
<p><b>2<sup>nd</sup> Quarter: Writing Focus: Informative</b></p>	<p><b>Skill 6.1.5</b> Write an objective summary of the text that does not contain personal opinions/ judgements.(6.3.5)</p> <p><b>Skill 6.1.6</b> Identify textual evidence to support an analysis of a text. (6.5.1)</p> <p><b>Skill 6.1.7</b> Use evidence from the text to draw inferences to support analysis of the text. (6.5.2)</p> <p><b>Skill 6.2.3</b> Compare/ contrast texts in different forms and genres and how they approach similar themes or topics. (6.3.8)</p> <p><b>Skill 6.2.4</b> Analyze how key individuals, events, or ideas are introduces, illustrated, and elaborated on in a text.(6.5.6)</p> <p><b>Skill 6.2.5</b> Develop a clear understanding of a topic using both print and media sources. (6.6.6)</p> <p><b>Skill 6.4.2</b> Analyze the meaning of figurative and connotative language in a text.</p> <p><b>Skill 6.4.3</b> Evaluate the impact of word choice on tone/ meaning.</p> <p><b>Skill 6.4.6</b> Integrate information from media sources and print sources when investigating a topic.</p> <p><b>Skill 6.5.5</b> Compose a summary of an informational text that does not include personal opinions or judgements.</p>	<p>Writing and Grammar</p> <p>Handouts</p> <p>Technology Equipment</p> <p>Media &amp; Literature Selections</p> <p>Graphic Organizers -Webs</p> <p>Interactive Writing Coach</p> <p>Literature Textbook</p> <p>Adapted Reader’s Notebook</p> <p>Reader’s Notebook</p> <p>Vocabulary Activities</p>	<p>Informative Essay</p> <p>District Writing Sample</p> <p>2<sup>nd</sup> Quarter Common Assessment</p> <p>Spelling Bee</p> <p>Teacher-Created Assessments</p>

## Curriculum Map Grade 6 English/Language Arts

	<p><b>Skill 6.5.8</b> Distinguish between claims that are supported by evidence/reasons from the text and claims that are not.</p> <p><b>Skill 6.8.4</b> Identify and interpret figures of speech and figurative language in a text.</p> <p><b>Skill 6.8.6</b> Differentiate differences in connotations among words with similar denotations (e.g., stingy vs. economical).</p> <p><b>Skill 6.9.10</b> Conduct research using several sources to answer a question.</p> <p><b>Skill 6.9.11</b> Gather relevant information from reliable and credible sources using effective search terms.</p> <p><b>Skill 6.9.12</b> Use researched facts, definitions, details, and quotations while avoiding plagiarism.</p> <p><b>Skill 6.9.13</b> Providing basic bibliographic information on the sources used during research.</p> <p><b>Skill 6.10.1</b> Introduce a topic clearly providing all necessary background information.</p> <p><b>Skill 6.10.2</b> Use strategies (definitions, classification, comparison/contrast, and cause/effect) to organize information logically.</p> <p><b>Skill 6.10.3</b> Use formatting (heading), graphics (charts and tables), and multimedia to organize and deliver information.</p> <p><b>Skill 6.10.4</b> Develop topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>Skill 6.10.5</b> Use appropriate transitions to show relationship among ideas.</p> <p><b>Skill 6.10.6</b> Use precise language and domain specific vocabulary to inform and explain the topic.</p> <p><b>Skill 6.10.7</b> Establish and maintain a formal style.</p> <p><b>Skill 6.10.8</b> Develop a concluding statement following the information or explanation presented.</p>	<p>Skills Workbook</p> <p>See ISBE Framework</p>	
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## Curriculum Map

# Grade 6 English/Language Arts

	<p><b>Skill 6.10.9</b> Produce clear/ coherent writing which the development and organization/ style are appropriate to task, purpose, and audience.</p> <p><b>Skill 6.10.10</b> Utilize the writing process (planning, revising, editing, and rewriting) to develop and strengthen writing.</p> <p><b>Skill 6.10.11</b> Use technology to produce and publish writing as well as collaborate with others.</p> <p><b>Skill 6.10.12</b> Demonstrate typing ability by typing three pages in one sitting.</p> <p><b>Skill 6.10.13</b> Conduct research using several sources to answer a question,</p> <p><b>Skill 6.10.14</b> Gather relevant information from reliable and credible sources using effective search terms.</p> <p><b>Skill 6.10.15</b> Use research facts, definitions, details, and quotations while avoiding plagiarism.</p> <p><b>Skill 6.10.16</b> Providing basic bibliographic information on the sources used during research.</p> <p><b>Skill 6.10.17</b> Write routinely over time and shorter time frames for a range of tasks, purposes, or audiences.</p> <p><b>Skill 6.12.1</b> Come to discussions prepared to explore or reflect, referencing evidence on a topic.</p> <p><b>Skill 6.12.2</b> Collaborate to develop rules, set goals, and deadlines and define roles as needed for discussions.</p> <p><b>Skill 6.12.3</b> Pose question that require elaboration by making comments that contribute to the topic being discussed.</p> <p><b>Skill 6.12.4</b> Review key details to develop conclusions on the topic being discussed.</p>		
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## Curriculum Map Grade 6 English/Language Arts

	<p><b>Skill 6.12.5</b> Utilize reflection and paraphrasing to demonstrate understanding of multiple perspectives on the topic being discussed.</p> <p><b>Skill 6.12.6</b> Analyze and interpret information presented in different media and formats.</p> <p><b>Skill 6.12.7</b> Explain how ideas presented using media contribute to the topic, text or issue being studied.</p>		
<p><b>3<sup>rd</sup> Quarter: Writing Focus: Informative/ Research</b></p>	<p><b>Skill 6.1.5</b> Write an objective summary of the text that does not contain personal opinion/judgement. <b>(6.3.5)</b></p> <p><b>Skill 6.1.6</b> Identify textual evidence to support an analysis of a text.</p> <p><b>Skill 6.1.7</b> Use evidence from the text to draw inferences to support analysis of the text.</p> <p><b>Skill 6.2.4</b> Analyze how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text. <b>(6.5.5)</b></p> <p><b>Skill 6.2.5</b> Develop a clear understanding of a topic using both print and media sources.</p> <p><b>Skill 6.2.6</b> Integrate information from media sources and print sources when investigating a topic.</p> <p><b>Skill 6.4.4</b> Analyze how sentences, chapters, scenes, stanzas, paragraphs, and sections contribute to the development of plot, setting, and theme.</p> <p><b>Skill 6.5.8</b> Distinguish between claims that are supported by evidence/reasons from the text and claims that are not.</p> <p><b>Skill 6.7.1</b> Define and identify pronouns.</p> <p><b>Skill 6.7.2</b> Construct pronouns of the proper case (e.g., subjective, objective, possessive).</p> <p><b>Skill 6.7.3</b> Develop and apply correct intensive pronouns (e.g., myself, ourselves).</p> <p><b>Skill 6.7.4</b> Recognize and correct inappropriate shifts in number, person, and vague pronouns.</p>	<p>Writing and Grammar</p> <p>Handouts</p> <p>Technology Equipment</p> <p>Media &amp; Literature Selections</p> <p>Graphic Organizers -Webs</p> <p>Interactive Writing Coach</p> <p>Literature Textbook</p> <p>Adapted Reader's Notebook</p> <p>Reader's Notebook</p> <p>Vocabulary Activities</p> <p>Skills Workbook</p>	<p>Narrative Essay</p> <p>District Essay Contest</p> <p>3<sup>rd</sup> Quarter Common Assessment</p> <p>Winter MAP Test</p> <p>Teacher-Created Assessments</p>



## Curriculum Map

# Grade 6 English/Language Arts

	<p><b>Skill 6.7.5*</b> Utilize punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>Skill 6.9.10</b> Conduct research using several sources to answer a question</p> <p><b>Skill 6.9.11</b> Gather relevant information from reliable and credible sources using effective search terms.</p> <p><b>Skill 6.9.12</b> Use researched facts, definitions, details, and quotations while avoiding plagiarism.</p> <p><b>Skill 6.9.13</b> Providing basic bibliographic information on the sources used during research.</p> <p><b>Skill 6.12.6</b> Analyze and interpret information presented in different media and formats.</p> <p><b>Skill 6.12.7</b> Explain how ideas presented using media contribute to the topic, text, or issue being studied.</p> <p><b>Skill 6.12.8</b> Evaluate speaker’s arguments/ claims and distinguish claims that are supported by evidence from those that are not.</p> <p><b>Skill 6.13.1</b> Use appropriate eye contact, volume, and pronunciation.</p> <p><b>Skill 6.13.2</b> Present claims and findings, sequencing ideas using descriptions, facts, and details to accentuate main idea or topic.</p> <p><b>Skill 6.13.3</b> Integrate multimedia components into presentations.</p> <p><b>Skill 6.13.4</b> Adapt speech to a variety of context and tasks.</p>	<p><b>See ISBE Framework</b></p>	
<p><b>4<sup>th</sup> Quarter:</b> <b>Writing Focus:</b> <b>Poetry</b></p>	<p><b>Skill 6.1.1</b> Identify and analyze narrative elements (e.g., character, setting, plot).</p> <p><b>Skill 6.1.3</b> Describe how text structure develops the plot and theme of a text.</p> <p><b>Skill 6.1.4</b> Evaluate how a character develops as a story progresses.</p> <p><b>Skill 6.2.1</b> Compare/ contrast the experience of reading a story, drama, or poem with the experience of viewing or listening to that same story, drams, or poem.</p>	<p>Writing and Grammar</p> <p>Handouts</p> <p>Technology Equipment</p>	<p>Various pieces of poetry</p> <p>4th Quarter Common Assessment</p> <p>Spring MAP Test</p> <p>Tier III Post Test</p>

## Curriculum Map

# Grade 6 English/Language Arts

	<p><b>Skill 6.2.7</b> Compare and contrast one author’s presentation of events with another author’s presentation of the same event (e.g., memoir vs. biography). <b>(6.6.10)</b></p> <p><b>Skill 6.3.1</b> Identify and analyze narrative elements (e.g., characters, setting, plot).</p> <p><b>Skill 6.3.3</b> Describe how text structure develops the plot and theme of a text.</p> <p><b>Skill 6.3.4</b> Evaluate how a character develops as a story progresses.</p> <p><b>Skill 6.3.7</b> Explain how an author develops the point of view of the narrator/ speaker in a text. <b>(6.4.6)</b></p> <p><b>Skill 6.4.4</b> Analyze how sentences, chapters, scenes, stanzas, paragraphs, and sections contribute to the development of plot, setting, and theme.</p> <p><b>Skill 6.11.1</b> Write an introduction that establishes context, introduces the narrator and characters, and organizes a sequences of events that unfolds naturally and logically.</p> <p><b>Skill 6.11.2</b> Use narrative techniques (dialogue, pacing, description) to develop experiences, events, and characters</p> <p><b>Skill 6.11.3</b> Use appropriate transitions to show the sequence of events and to signal shifts from one time or setting to another.</p> <p><b>Skill 6.11.4</b> Use precise language and descriptive details, and sensory language to convey experiences and events.</p> <p><b>Skill 6.11.5</b> Provide a conclusion that follows the logical sequence of events in the story.</p> <p><b>Skill 6.11.6</b> Produce clear/coherent writing which the development and organization//style are appropriate to task, purpose, and audience.</p> <p><b>Skill 6.11.7</b> Utilize the writing process (planning, revising, editing, and rewriting) to develop and strengthen writing.</p> <p><b>Skill 6.11.8</b> Use technology to produce and publish writing as well as collaborate with others.</p>	<p>Media &amp; Literature Selections</p> <p>Graphic Organizers -Webs</p> <p>Interactive Writing Coach</p> <p>Literature Textbook</p> <p>Adapted Reader’s Notebook</p> <p>Reader’s Notebook</p> <p>Vocabulary Activities</p> <p>Skills Workbook</p> <p><b>See ISBE Framework</b></p>	<p>PARCC x2</p> <p>Teacher-Created Assessments</p>
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**Curriculum Map**  
**Grade 6 English/Language Arts**

	<b>Skill 6.11.9</b> Demonstrate typing ability by typing three pages in one sitting.		
	<b>Skill 6.11.10</b> Write routinely over time and shorter time frames for a range of tasks, purposes, and audience.		

**\*\*\*\* All students must complete a research project during the school year.\*\*\*\***

**\* - Objective covered every quarter beginning with the first quarter the objective was introduced.**