

***Pre, Mid and Post Common Lit. Benchmark Assessment dates will be finalized in the future.**

Approximate dates are:

Pre - August 12 - August 23

Mid - December 9th - December 20th

Post - April 21 - May 2

2024-2025 School Year

6th grade grade Reading Curriculum Map

Unit of Study:	Unit 1 (https://www.commonlit.org/) Characters who Change and Grow	Target Date Range:	5-7 Weeks
Standards Covered: <i>Ex: ELA.7.R.2.3</i> <i>Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>	<p>Literary Elements</p> <p><u>ELA.6.R.1.1:</u> Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p><u>ELA.6.R.2.1</u> Explain how individual text sections and/or features convey meaning in texts.</p> <p><u>ELA.6.R.1.3:</u> Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <ul style="list-style-type: none"> Benchmark Clarification 1: When referring to the person of the narrator, the term “point of view” is used. Students focused on perspective in fifth grad <p><u>ELA.6.R.2.2:</u> Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <ul style="list-style-type: none"> Clarification 1: Various types of support could include an author’s use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text. <p><u>ELA.6.R.2.3:</u> Analyze authors’ purpose(s) in multiple accounts of the same event or topic.</p> <p><u>ELA.6.R.2.4:</u> Track the development of an argument, identifying the types of reasoning used.</p> <ul style="list-style-type: none"> Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning. Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). <p><u>ELA.6.R.3.2:</u> Paraphrase content from grade-level texts.</p> <ul style="list-style-type: none"> Clarification 1: Most grade-level texts are appropriate for this benchmark. <p><u>ELA.6.R.3.3:</u> Compare and contrast how authors from different time periods address the same or related topics.</p> <ul style="list-style-type: none"> Clarification 1: Texts for this benchmark should be selected from the following literary periods: Colonial and Early National Period (1600–1830) American Literature Romantic Period (1790–1870) Realism and Naturalism Period (1870–1930) Modernist Period (1910–1945) Contemporary Period (1945–present) <p><u>ELA.6.V.1.2:</u> Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <ul style="list-style-type: none"> Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes. <p><u>ELA.6.V.1.3:</u> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <ul style="list-style-type: none"> Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.6.R.3.1 and Secondary Figurative Language <p><u>ELA.6.R.1</u> Reading Prose and Poetry</p> <p><u>ELA.6.R.3.2</u> Paraphrase content from grade-level texts.</p> <ul style="list-style-type: none"> Clarification 1: Most grade-level texts are appropriate for this benchmark. 		
Prerequisite Student Knowledge	<p>By the end of 5th grade, students should be able to draw on details from a text in order to compare and contrast multiple characters [RL.5.3]. In this unit, students will expand on their characterization skills by learning to track how a character changes throughout a text. Students should be able to articulate how characters change and what prompts the change [RL.6.3]. Reading lessons in this unit include scaffolded questions to help students meet this grade level reading standard. Independent practice for fiction reading lessons are aligned to RL.6.3, and include both multiple choice and short answer responses.</p>		

Content Vocabulary	<ul style="list-style-type: none"> • Student Vocabulary Activity Set • Activity 1 Slide Deck • Word Wall 	Academic Vocabulary	<ul style="list-style-type: none"> • Student Reference Sheet
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Unit of Study:	Unit 2 (https://www.commonlit.org/) Failure and Success	Target Date Range:	5-7 Weeks							
Standards Covered: Ex: ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.	<p><u>ELA.6.R.1.2</u>: Analyze the development of stated or implied theme(s) throughout a literary text.</p> <ul style="list-style-type: none">• Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.• Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <p><u>ELA.6.R.1.4</u>: Describe the impact of various poetic forms on meaning and style.</p> <ul style="list-style-type: none">• Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle. <p><u>ELA.6.R.3.4</u>: Identify rhetorical appeals in a text.</p> <ul style="list-style-type: none">• Clarification 1: Students will identify the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals. <p><u>ELA.6.C.2.1</u>: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <ul style="list-style-type: none">• Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.• Clarification 2: For further guidance, see the Secondary Oral Communication Rubric. <table><tr><td>ELA.6.R.1.1 ELA.6.R.2.1</td><td>ELA.6.R.0.3 ELA.6.R.2.2 ELA.6.R.2.3</td><td>ELA.6.R.2.4 ELA.6.R.3.1</td><td>ELA.6.R.3.2 ELA.6.R.3.3</td><td>ELA.6.V.1.2 ELA.6.V.1.3</td></tr></table>					ELA.6.R.1.1 ELA.6.R.2.1	ELA.6.R.0.3 ELA.6.R.2.2 ELA.6.R.2.3	ELA.6.R.2.4 ELA.6.R.3.1	ELA.6.R.3.2 ELA.6.R.3.3	ELA.6.V.1.2 ELA.6.V.1.3
ELA.6.R.1.1 ELA.6.R.2.1	ELA.6.R.0.3 ELA.6.R.2.2 ELA.6.R.2.3	ELA.6.R.2.4 ELA.6.R.3.1	ELA.6.R.3.2 ELA.6.R.3.3	ELA.6.V.1.2 ELA.6.V.1.3						
Prerequisite Student Knowledge	By 5th grade, students should be able to determine a theme in a literary text and write about how characters respond to challenges or reflect upon a topic. In this 6th grade unit, students will build on this skill. Students will begin to explore how authors develop a theme through character change, a story's conflict and resolution, and literary devices. Students should be able to articulate the theme in literary texts and write about how particular details reveal it [RL.6.2]. Reading lessons in this unit include scaffolded questions to help students meet this grade level reading standard. Independent Practice for each reading lesson is aligned to RL.6.1, RL.6.2, RL.6.3, and RL.6.4, and include both multiple choice and short answer responses.									

Content Vocabulary <i>*Subject Specific Ex. Circumnavigate</i>	Student Vocabulary Activity Set Activity 1 Slide Deck Word Wall	Academic Vocabulary <i>*Testing Words Ex. Synthesize</i>	Student Reference Sheet
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Unit of Study:	Unit 3 Novel Study	Target Date Range:	4-7 weeks
Standards Covered: <i>Ex: ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>	<p><u>Theme ELA.6.R.1.2:</u> Analyze the development of stated or implied theme(s) throughout a literary text. Benchmark Clarifications: Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><u>Central Idea ELA.6.R.2.2:</u> Analyze the central idea(s), implied or explicit, and its development throughout a text. Benchmark Clarifications: Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p> <p><u>Plot Elements ELA.6. R.1.1</u> Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p><u>Tone ELA.6. R.3.1</u> Explain how figurative language contributes to tone and meaning in text(s)</p> <p><u>Text Sections ELA.6.R.2.1:</u> Explain how individual text sections and/or features convey meaning in texts.</p> <p><u>Point of View ELA.6.R.1.3</u> Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p>Collaboration / speaking - listening ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. Benchmark Clarifications: Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p>		
Prerequisite Student Knowledge <i>*What should students have previously mastered prior to this unit?</i>	By the end of 5th grade, students should determine how details reveal the theme [RL.5.2], including how characters respond to challenges or how the speaker in a poem reflects upon a topic. In addition, students should use details to compare and contrast characters, setting, or events [RL.5.3] and explain how a series of chapters or stanzas provide the overall structure of a text [RL.5.5]. Students should also describe how a narrator's or speaker's point of view influences how events are described [RL.5.6].		

Content Vocabulary <i>*Subject Specific Ex. Circumnavigate</i>	Student Vocabulary Activity Set Vocabulary Slide Deck word wall	Academic Vocabulary <i>*Testing Words Ex. Synthesize</i>	https://docs.google.com/document/d/1iiBC5PPmZTPQnNVj9jKnqGN_sKtV_C_22zPsFPjZ4UY/edit
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Unit of Study:	Unit 4 Our Changing Oceans	Target Date Range:	4-7 weeks
Standards Covered: <i>Ex: ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>	<p>Central Idea ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text. Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p> <p>Structure ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts. Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning. Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus.</p> <p>Vocabulary ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Context and Connotation ELA.6.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Benchmark Clarifications: Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p>Argument ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used. Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning. Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus.</p> <p>Multimedia ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks. Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p>		

Prerequisite Student Knowledge	By the time they reach 6th grade, students should be able to determine how key details support a central idea [RI.5.2], how research builds knowledge of a particular topic [W.5.6], and how to effectively report on research conducted on a topic [SL.5.4]. In this 6th grade 360 Unit, students build on this knowledge as they develop more sophisticated skills in these standards. In the 6th grade, students gain an understanding of how a central idea is developed throughout a text through multiple supporting details [RI.6.2] and produce research from multiple sources around a focused topic [W.6.6]. Students also present their research with a clear line of reasoning and relevance to the audience [SL.6.4]. Reading lessons in this unit include scaffolded questions to help students meet grade level reading standards.		
Content Vocabulary <i>*Subject Specific</i> <i>Ex. Circumnavigate</i>	Student Vocabulary Activity Set Vocabulary Slide Deck Word Wall	Academic Vocabulary <i>*Testing Words</i> <i>Ex. Synthesize</i>	This unit includes explicit vocabulary instruction on 15 academic words. Students complete 5 activities for each set of words. Consistent with research, students encounter these words in context. Word usage is reinforced in reading, writing, and discussion activities Vocabulary Reference Sheet

Unit of Study:	Unit 5 - The Forces that Shape Us	Target Date Range:	5-7 Weeks
Standards Covered: <i>Ex: ELA.7.R.2.3</i> <i>Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>	<p>Theme <u>ELA.6.R.1.2</u>: Analyze the development of stated or implied theme(s) throughout a literary text.</p> <ul style="list-style-type: none"> Benchmark Clarifications: Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <p>Plot <u>ELA.6.R.1.1</u>: Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <ul style="list-style-type: none"> Benchmark Clarifications: Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <p>Figurative Language <u>ELA.6.R.3.1</u>: Explain how figurative language contributes to tone and meaning in text(s).</p> <ul style="list-style-type: none"> Benchmark Clarifications: Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. Clarification 2: See Secondary Figurative Language. <p>Structure <u>ELA.6.R.2.1</u>: Explain how individual text sections and/or features convey meaning in texts.</p> <ul style="list-style-type: none"> <u>ELA.6.V.1</u> Finding Meaning Academic Vocabulary <u>ELA.6.V.1.1</u>: Integrate academic vocabulary appropriate to grade level in speaking and writing. Benchmark Clarifications: Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. 		

Prerequisite Student Knowledge <i>*What should students have previously mastered prior to this unit?</i>	By the end of 5th grade, students should determine how details reveal the theme [RL.5.2], including how characters respond to challenges. Additionally, students should know how words and phrases, including figurative language, impact meaning in a text [RL.5.4]. Students should explain how a series of chapters or stanzas provide the overall structure of a text [RL.5.5]. Students should also describe how a narrator's or speaker's point of view influences how events are described [RL.5.6].		
Content Vocabulary <i>*Subject Specific Ex. Circumnavigate</i>	Unit 5 Slide Deck Unit 5 Word Wall Unit 5 Student Vocabulary Activity	Academic Vocabulary <i>*Testing Words Ex. Synthesize</i>	Vocabulary Reference Sheet

Unit of Study:	Unit 6: The Power of Play	Target Date Range:	5-7 Weeks
Standards Covered: <i>Ex: ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>	<p>Centra Idea ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text. Benchmark Clarifications: Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p> <p>Perspective ELA.6.R.1.3: Explain the influence of multiple narrators and/or shifts in point of view in a literary text. Benchmark Clarifications: Clarification 1: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p>Conventions ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows: Use verbals including gerunds, infinitives, and participial phrases. Use comparative and superlative forms of adjectives. Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: Appropriately use colons. Appropriately use dangling modifiers. Appropriately use ellipses. Appropriately use hyphens. Vary sentence structure.</p> <p>Academic Vocabulary ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. Benchmark Clarifications:</p>		

	<p>Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p>Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Multimedia ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p>Benchmark Clarifications:</p> <p>Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p>		
Prerequisite Student Knowledge	<p>By the time they reach 6th grade, students should be able to determine main ideas in a text and summarize a text [RI.5.2], as well as explain the relationship between individuals, events, and ideas in technical texts [RI.5.3]. In this 6th grade 360 Unit, students build on this knowledge as they develop a more sophisticated understanding of these standards. Sixth grade introduces the idea of central ideas in text. Students should be able to determine the central idea of a text and how it is conveyed through details, and to summarize without personal opinions and judgements [RI.6.2]. Students also analyze in detail how important individuals, events, or ideas are illustrated or elaborated in text [RI.6.3].</p>		
Content Vocabulary <i>*Subject Specific</i> <i>Ex. Circumnavigate</i>	Unit 6 Slide Deck Vocabulary Activity Set Word Wall	Academic Vocabulary <i>*Testing Words</i> <i>Ex. Synthesize</i>	<p>This unit includes explicit vocabulary instruction on 10 academic words. Students complete 5 activities for each set of words. Consistent with research, students encounter these words in context. Word usage is reinforced in reading, writing, and discussion activities</p> <p>Vocabulary Reference Sheet</p>

Unit of Study:		Target Date Range:	
Standards Covered: <i>Ex: ELA.7.R.2.3</i> <i>Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>			

Prerequisite Student Knowledge <i>*What should students have previously mastered prior to this unit?</i>			
Content Vocabulary <i>*Subject Specific Ex. Circumnavigate</i>		Academic Vocabulary <i>*Testing Words Ex. Synthesize</i>	

Unit of Study:		Target Date Range:	
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Standards Covered: <i>Ex: ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>			
Prerequisite Student Knowledge <i>*What should students have previously mastered prior to this unit?</i>			
Content Vocabulary <i>*Subject Specific Ex. Circumnavigate</i>		Academic Vocabulary <i>*Testing Words Ex. Synthesize</i>	

Unit of Study:		Target Date Range:	
Standards Covered: <i>Ex: ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>			
Prerequisite Student Knowledge <i>*What should students have previously mastered prior to this unit?</i>			
Content Vocabulary <i>*Subject Specific Ex. Circumnavigate</i>		Academic Vocabulary <i>*Testing Words Ex. Synthesize</i>	

Unit of Study:		Target Date Range:	
Standards Covered: <i>Ex: ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>			
Prerequisite Student Knowledge <i>*What should students have previously mastered prior to this unit?</i>			
Content Vocabulary <i>*Subject Specific Ex. Circumnavigate</i>		Academic Vocabulary <i>*Testing Words Ex. Synthesize</i>	

Unit of Study:		Target Date Range:	
Standards Covered: <i>Ex: ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.</i>			
Prerequisite Student Knowledge <i>*What should students have previously mastered prior to this unit?</i>			
Content Vocabulary <i>*Subject Specific Ex. Circumnavigate</i>		Academic Vocabulary <i>*Testing Words Ex. Synthesize</i>	