# 6th Grade Curriculum Map

**Reading:**

| ESSENTIAL QUESTIONS | ESSENTIAL UNDERSTANDINGS |
|---|---|
| ★ What do we learn about ourselves and each other by understanding complex characters?<br><br>★ How can reading help us understand and question the world?<br><br>★ How can reading affect or change you? | ★ We read in a community so that we can grow ideas, make connections, and develop deeper understanding of books and, therefore, the world.<br>★ Readers find their personal reason for reading.<br>★ We read like archeologist: constantly digging for important artifacts, analyzing those artifacts, and then revising theories based on new artifacts. |

| BIG SKILLS | Grading categories and percentages |
|---|---|
| **Genres:**<br>- Realistic fiction/ social issue fiction + common themes that YA authors develop.<br><br>**Big skills:**<br>❖ Identifying complex and specific **character traits**<br>❖ Identifying **themes** and analyzing how an author develops the theme<br>❖ Citing and revising **best evidence** for ideas | <table><tr><td>Sept-Nov</td><td>Reading- 35%<br>Writing- 35%<br>Work Habits -30%</td></tr><tr><td>Nov- June</td><td>Reading- 25%<br>Writing- 25%<br>History- 25%<br>Work Habits -25%</td></tr></table> |

**Writing:**

| ESSENTIAL QUESTIONS | ESSENTIAL UNDERSTANDINGS |
|---|---|
| ★ Across different genres, how do writers/ (how can we) use techniques to engage the audience?<br>★ Across different genre, how do writers/ (how can we) organize/structure their piece to clearly communicate with the audience?<br>★ How do writers/ (how can we) choose, angle, and analyze multiple pieces of evidence to support their claims?<br><br>**Personal narrative:**<br>- Is my writing investigating a moment<br>- Am I using details to stretch out a moment?<br>- Are my details interesting, specific and juicy?<br>- Does my narrative have a clear conflict and resolution?<br>- Does my narrative reveal something personal about me?<br>- | ★ Writers follow a writing process to collect, plan, draft, and revise their pieces.<br><br>★ To improve their work, writers study mentor texts, rubrics, and feedback from peers and teachers. |

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| - **What h** <br><br> - How can our writing techniques help us express an important experience in our lives? <br> - How can we use the writing process to dig deep into our experiences? <br> - | |

| BIG SKILLS | Grading categories and percentages : |
|---|---|
| **Genres:** <br> ❖ Argument <br> ❖ Informational writing <br> ❖ Narrative (only 1 unit + poetry) <br> **Skill Strands:** <br> - Organization/Structure <br> - Elaboration (evidence +analysis) <br> - Craft | <table><tr><td>Sept-Nov</td><td>Reading- 35%<br>Writing- 35%<br>Work Habits -30%</td></tr><tr><td>Nov-June</td><td>Reading- 25%<br>Writing- 25%<br>History- 25%<br>Work Habits -25%</td></tr></table> |

## HISTORY

| ESSENTIAL QUESTIONS | ESSENTIAL UNDERSTANDINGS |
|---|---|
| ★ How does understanding the past help us make sense of the world today? <br> ★ How do civilizations create order? (Organize people) <br> ★ What makes a "strong/good" civilization? <br> ★ What leads civilizations to begin and end? <br> ★ How do the values of ancient civilizations compare to our values? | ★ Historians/Archeologists are constantly revising and reinterpreting the past based on new evidence. <br> ★ The research process includes: studying broadly with the easiest sources, narrowing to a topic of interest, moving to harder texts, looking across notes for subtopics, filling in gaps in research, sharing research in an organized and engaging way, crediting sources |

| BIG SKILLS | Grading categories and percentages : |
|---|---|
| **Genres/Topic:** <br> - Ancient Greece <br> - Ancient Egypt <br><br> **Skill Strands:** <br> - Synthesizing non-fiction across multiple texts <br> - Teaching in engaging and organized ways | <table><tr><td>Sept-Nov</td><td>Reading- 35%<br>Writing- 35%<br>Work Habits -30%</td></tr><tr><td>Nov-June</td><td>Reading- 25%<br>Writing- 25%<br>History- 25%<br>Work Habits -25%</td></tr></table> |

| | READING | WRITING | HISTORY or VOCAB work |
|---|---|---|---|
| **Sept. - Oct** | **Character Analysis/ Launch** | **Personal Narrative** | **VOCABULARY** <br> **(History not happening until Dec.)** |

| EQs, BIG UNIT GOALS: enduring understandings; Skill strands; concept priorities | <ul><li>What can characters in books teach us about OUR character?</li><li>How does understanding the complexities of characters help us understand ourselves?</li><li>How do characters respond to PRESSURE, CONFLICT, TROUBLE? Can we learn from this?</li><li>To analyze how characters are complex (motivation, change, relationships, external pressures effect on a c.,)</li><li>Citing text evidence</li><li>Reading to gather ideas and continuing to read for evidence.</li><li>Reading to revise ideas based on new evidence. And growing ideas by writing and talking.</li></ul> | <ul><li>Increase writing volume</li><li>SHOW not tell using narrative techniques</li><li>Show characters learning life lessons</li><li>Symbolism</li></ul>★ How do writers of personal narratives use techniques to engage the audience and develop themes? | <ul><li>Words that help us talk about **characters**<ul><li>See Vocabulary Google Doc for specific words, activities, and assessments</li></ul></li></ul><ul><li>Words that help us write vivid **narratives**:(verbs, descriptive, imagery)</li></ul><ul><li>Words that help us communicate with each other: **accountable talk prompts**</li></ul> |
|---|---|---|---|
| Assessments (**highlight big skill and concept strands in major assessments) | <u>Summative:</u><br>On-demand short story analysis:<br>1. <mark>Students stop and jot 1-2 times in the beginning, middle, and end of the story using character prompts from beginning/middle/end charts</mark><br>   a. Use short stories that we have differentiated for lit essay (NOTE- give students one level for lower readers)<br>2. <mark>At the end, students develop a big idea about the character</mark> using a jotting structure (mimics the RNB work)<br><br><u>Formative:</u><br>- Pre-assessment- in class jotting during read aloud<br>- HW and CW samples as exit slips for "jotting"<br>   - Graded with our jotting rubric<br>   - Weekly<br>- Nightly homework check<br>   - With work habits rubric<br>- RNB grades every other week (page 3 of this document)<br><br>Some supports here and here | Pre-assessment: On demand personal narrative<br><br>Formative:<br>- EXIT SLIPS! weekly<br>   - Revise this paragraph to show not tell. Use any techniques we've practiced...<br>- WNB grades<br>- WNB HW checks for entries<br>- Annotations of mentor narratives exit slip or graded classwork<br><br>Summative:<br>- Published personal narrative<br>   - <mark>Using narrative techniques to SHOW theme, character change, emotions, without telling</mark><br>   - <mark>Stretching out a small moment across many pages</mark><br>- Time permitting- on demand<br>**Note: need to create new rubric for final piece; last** | |

| | | year's was problematic. We used [this](#) two years ago. | |
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| **Texts** | <ul><li>**Read Aloud:** Freak the Mighty</li><li>**Sept.-Oct:** Leveled Library Books</li><li>**November:** Partner Series Books</li><li>**Short texts (overlap with Personal Narrative Mentors):** "Gum," "Eleven," Amy Tan's "Fish Cheeks",</li></ul> | <ul><li>"[Gum](#)," "Eleven," Amy Tan's "Fish Cheeks", Teacher mentor WNB,</li><li></li></ul> | |

**Reflection**

| Oct. - Dec | **Theme and Partner Reading in Series Books** | **Literary Essay** | **VOCABULARY** |
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| **EQs, BIG UNIT GOALS: enduring understandings; Skill strands; concept priorities** | THEME:<ul><li>What we can learn from books about life and the world?</li><li>How do authors teach themes?<ul><li>Through character, symbols, craft</li></ul></li><li>Evidence</li></ul>Student driven talk:<ul><li>Growing ideas using prompts</li><li>Challenging ideas and evidence when its off</li><li>Collecting and evaluating evidence</li><li>Collaborating in talk</li></ul> | <ul><li>the writing process</li><li>essay structure<ul><li>intros that give context and set up the claim</li><li>structured body paragraphs with clear topic sentence</li><li>conclusions that leave the reader with a new idea</li></ul></li><li>transitions</li><li>crafting claims</li><li>weighing and selecting the strongest evidence</li><li>Bucketing evidence into body paragraphs</li><li>elaboration/analysis of quotes</li></ul> | literary language:<ul><li>claim</li><li>protagonist</li><li>transitions</li><li></li></ul> |
| **Assessments (**highlight big skill and concept strands in major assessments)** | <ul><li>Pre-assessment- in class jotting during read aloud</li><li>HW and CW for "jotting"</li><li>Collect post-its/exit slips</li><li>RNB grades</li><li>Final assessment = on demand character analysis with short story</li></ul>TALK:<ul><li>Book circle/ fishbowl/ mini socratic seminar where kids coach a partnership who is discussing theme in short story</li></ul> | <ul><li>WNB entries (assess process not just product)</li><li>==1st essay- short story flash draft on read aloud==</li><li>==2nd essay - flash draft revise and publish on short story==<ul><li>==Qualitative feedback with 1-2 glows and grows off of rubric==</li></ul></li><li>==3rd essay- Published essay on partner book. Modification ICT/strugglings==</li></ul> | |

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| | | reader/writer write about CHARACTER READ ALOUD!! <br> ● Rubrics/checklists for lit essay <br> ○ Rubrics for lit essay <br> ● Complete writing process 2x | |
| **Texts** | Partner short story: "Inside Out" by Francisco Jimenez, "Everything Will be OK" by James Howe, Marble Champ, Your Move | ● Use mentor essays from students last year | |
| **Reflection from the unit:** | | | |
| **December- End of Jan. (7 weeks)** | **Tackling Complex Non-fiction** | **Independent Reading Keeps GOING!** | **Ancient Egypt** |
| **EQs, BIG UNIT GOALS: enduring understandings; Skill strands; concept priorities** | - Note taking structures for nonfiction <br> - Paraphrasing! HUGE skill <br> - Main ideas for chunks of texts <br> - Big ideas for chapters and books <br> - nonfiction reading volume <br><br> Writing of Info books: <br> - categorizing/bucketing information into chapters <br> - Transitions words and text structures | *Students still keep up with their fiction independent reading lives. Students create a course of study based on: genre (historical fiction on EGYPT!), author, series, or skill. (Let's create a course of study book shelf where they can see the books they will read throughout the unit)* <br> **Hall of fame in library for students who finish some sort of course of study... <br><br> *2 independent fiction reading periods each week for small groups and RNB checks (NOT FOR READING ASSESSMENTS!)* <br><br> **Pull historical fiction books on Egypt as suggestions for IR at the time | ● How does geography impact a civilization's culture and values? inequality/power <br> ● How does understanding the past help us make sense of the world today? <br> ● How do civilizations create order? (Organize people) <br> ● What makes a "strong/good" civilization? <br> ● What leads civilizations to begin and end? <br> ● How do the values of ancient civilizations compare to our values? <br><br> VOCAB: domain specific language |
| **Assessments (**highlight big skill and concept strands in major assessments)** | - Weekly nonfiction reading quizzes to assess paraphrasing and main idea <br> - And Weekly history quiz to assess history content <br>   - Egypt Quizzes <br> - HNB grades that have a reading category <br>   - HNB Rubric <br> - Publish Info book on topic of choice | ● Book Talk! Possibly in a speed dating scenario <br> ● February Conference: students will be asked to present on their course of study, as well as their reading goals and showing 2 artifacts from RNB that show their growth | ● 2-3 quizzes <br> ● Weekly HNB grade w/ rubric <br> ● History Conference |

| Texts | • Ancient Egypt Library (students contribute books)<br>• Read Aloud: TBD | - Course of study based on genre, author, series, or skill | - Leveled Ancient Egypt library<br>- Students contribute via their own library cards! |
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| **Reflections on these units** | | | |
| **Feb- mid March (5 weeks)** | **Social Issues Book Clubs and NF** | **Argument Writing** | |
| **EQs, BIG UNIT GOALS: enduring understandings; Skill strands; concept priorities** | - <mark>Tracking how characters deal with/cope with/ respond to social issues</mark><br>- <mark>Analyzing how authors develop themes around social issues (ie what authors teach us about the complications, causes, effects, dangers of ____ issue)</mark> | - Stamina and speed<br>- Crafting claims and reasons<br>- Introductions with context<br>- Rhetorical language<br>- Weighing and selecting evidence<br>- Writing standards 6.1 a-e | |
| **Assessments (**highlight big skill and concept strands in major assessments)** | • Read Aloud: Francisco<br>  ○ Picture books in partners<br>• See google doc called: _____<br><br>Skill assessment: "Test" on book:<br>- On demand in class mini lit essay on the theme<br>- Collect boxes and bullets for whole essay<br>Fun Project about issue in the world:<br>- PSAs<br>- Host and plan an assembly!<br>- Present on activist<br>Skills: What does this issue matter and how did your book address it?<br><br>- | - Essay 1- Rosetta Stone<br>- Essay 2- Choice with text sets - Horse drawn carriage, Colombus, pit bulls,<br>- Essay 3- PBAT? | Low: Blubber, Out of Mind, Joey (with U readers), Because of Winn Dixie, Just Juice, Pinballs, The Family under the Bridge (El Deafo, Roller girl)<br><br>Medium: Stargirl, Locomotion, Wonder, Mockingbird, Roosevelt High Series, Crash, Freak the Mighty, Crossover<br><br>High: Drums, Girls; Outsiders, (Eleanor and Park), Misfits, When You Reach Me, Sarah Dessen, The Giver, Melanin Sun, Part Time Indian,<br><br>Read Aloud: Crossover, |
| **Reflections on these units** | | | |
| **March (poetry and test prep) 3 weeks** | **Poetry Writing + Poetic Novels (reading)** | **Test Prep** | |
| **EQs, BIG UNIT GOALS: enduring understandings; Skill strands;** | | | |

| concept priorities | | | |
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| **Assessments (\*\*highlight big skill and concept strands in major assessments)** | - TBD<br>- (Read 7th grade TC unit How to Eat a Poem) | - Partner and self assessment with 2 point short answer and 4 point extended response checklists | |
| **Texts** | - Read Aloud: Home of the brave?<br>- Poetic novel clubs TBD (The Crossover, Ivan,) | - Passages from NY ready and TC treasure chest<br>- Videos for engagement and access<br>- Have kids practice craft questions about NF texts, learn vocab | |
| **Reflections on these units** | | | |
| **April to mid May or week 3 of May**<br><br>**Test :** | **"Model 1 Reading"**<br>**(Drop fiction IR and read all NF on Greece all the time)** | **Informational Writing** | **Ancient Greece** |
| **EQs, BIG UNIT GOALS: enduring understandings; Skill strands; concept priorities** | - Ramped up NF reading skills:<br>  - Authors Craft: the techniques an author uses and why s/he uses them (Use the techniques + goals TC charts) | CCSS.ELA-LITERACY.W.6.2<br><br>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br><br>CCSS.ELA-LITERACY.W.6.2.A<br><br>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br><br>CCSS.ELA-LITERACY.W.6.2.B<br><br>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | • Bend 1- Mythology bonanza<br>• Bend 2- Chronology of ancient greece<br>• Bend 3- Inequality and Power<br>• Bend 4- Independent Research |

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| | | CCSS.ELA-LITERACY.W.6.2.C<br><br>Use appropriate transitions to clarify the relationships among ideas and concepts.<br><br>CCSS.ELA-LITERACY.W.6.2.D<br><br>Use precise language and domain-specific vocabulary to inform about or explain the topic.<br><br>CCSS.ELA-LITERACY.W.6.2.E<br><br>Establish and maintain a formal style.<br><br>CCSS.ELA-LITERACY.W.6.2.F<br><br>Provide a concluding statement or section that follows from the information or explanation presented. | |
| **Assessments (\*\*highlight big skill and concept strands in major assessments)** | | | |
| **Texts** | ● Need A LOT of books (kids reading nonfiction for CW and HW) | Product- History conference and/or book? | |
| **Reflections on these units** | | | |
| **June** | **Whole Class Novel** | **Historical Fiction** | |
| **EQs, BIG UNIT GOALS: enduring understandings; Skill strands; concept priorities** | | | |
| **Assessments (\*\*highlight big skill and concept strands in** | ● RNB rubric<br>● Final product?<br>● Focus on annotating texts, not just jotting | ● WNB checks with rubric<br>● draft and published piece grade | |

| major assessments) | | | |
|---|---|---|---|
| Texts | ● Whole class novel: TBD | - TBD | |
| Reflections on these units | | | |