**6th Grade Reading, English and Spelling Curriculum**

**Foundational Skills**

* **Read on-level text with purpose and understanding.**
* **Reading with accuracy and fluency to support comprehension.**
* **Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
* **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**



Aligned to PA Core Standards and English Language Proficiency Standards

**Updated 6/23/2022**

**6th Grade Reading, English and Spelling Curriculum**

**Quarter 1**

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| Reading/Handwriting | | | | |
| PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars  (Extra Materials) |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. * E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of text and contributes to the development of the theme, setting, or plot. * E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. * E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. | * Character, Setting, Plot: Compare & Contrast * Visualize * Imagery * Context/sentence clues * Context clues/syntactic cues | WONDERS | * U1W3/4 * Genre: Realistic Fiction * “Cow Music” * “Little Blog on the Prairie” * WONDERS Tier 2/3/ELL Materials | * Interactive Read Aloud: “Crossing the Creek” * Paired Selection: “The Writing on the Wall” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| * E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps) * E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of ideas. | * Main Idea & Key Details * Reread * Print and Graphic Features * Metaphors and Similes * Dictionary/glossary skills | WONDERS | * U1W1/2 * Genre: Narrative Nonfiction * “The Monster in the Mountain” * “Into the Volcano” * WONDERS Tier 2/3/ELL Materials | * Interactive Read Aloud: "The Roar of Lava” * Paired Selection: "Donna O’Meara: The Volcano Lady” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| * E06.B-C.3.1.1 Trace ad evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias). * E06.B-C.3.1.2 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). * E06.B-V.4.1.1 Determine or clarify the meaning of an unknown and multiple-meanings words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. -(Use context as a clue to the meaning of a word or phrase). -(Use common, grade-appropriate Greek or Latin Affixes and roots as clues to the meaning of a word). | * Author’s Point of View * Reread * Text Structure: Cause & Effect * Root words | WONDERS | * U1W5 * Genre: Argumentative Text * “Making Money: A Story of Change” * “The Economic Roller Coaster” * WONDERS Tier 2/3/ELL Materials | * Interactive Read Aloud: “Let’s Talk Cents!” * Paired Selection: “Our Federal Reserve at Work” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| * E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. * E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of ideas. * E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text. | * Text Structure: Compare & Contrast * Ask & Answers Questions * Author’s Purpose * Greek/Latin prefixes * Word origins | WONDERS | * U2W1/2 * Genre: Expository Text * “The Democracy Debate” * “Who Created Democracy? * WONDERS Tier 2/3/ELL Materials” | * Interactive Read Aloud: “The Road to Democracy” * Paired Selection: “How Ideas Become Laws” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| Writing & Text Dependent Analysis | | | | |
| * E06.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose. * E06.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. * E06.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. * E06.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. * E06.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events. * E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. * E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). * E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. * E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/pr convey the experience and events. * E06.E.1.1.5 Establish and maintain a formal style. * E06.E.1.1.6 Provide a concluding section that follows from the analysis presented. | * Audience * Idea * Text Structure * Vocabulary * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation * Grammar | WRITING | Narrative & TDA | * RACE Essay Writing * TRACE Essay Writing * RAPS Essay Writing * <http://www.thewritesource.com/evaluwrite/grade6_prompt.html> * [TDA Toolkit - SAS (pdesas.org)](https://www.pdesas.org/Page/Viewer/ViewPage/45/) * TEAMS 6th Grade ELA |
|  | Imagine Learning | | Benchmark 1 |  |
|  | Suggested Novels | | Esperanza Rising |  |
| English & Spelling | | | | |
| * E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. * E06.D.2.1.4 Choose punctuation for effect. * E06.D.2.1.5 Choose words and phrases for effect. * E06.D.1.2.2 Spell correctly. | * Sentence structure * Types of sentences * Capitalization & punctuation * Subjects and predicates | WONDERS | Unit 1 (Kinds of Sentences) | * Clever   + Imagine Learning   + Quill * Study Island * TEAMS 6th Grade ELA * HM English Textbook   + Unit 1 Kinds of Sentences |
| * E06.D.1.1.1 Ensure that pronouns are in the proper case (subjective, objective, and possessive). * E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves). * E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person. * E06.D.1.1.4 Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents). * E06.D.1.2.2 Spell correctly. | * Nouns (common/proper; singular/plural; possessive) * Pronouns and antecedents |  | Unit 2 (Nouns) | * HM English Textbook   + Unit 3 Nouns |
| * E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense. * E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. * E06.D.1.2.2 Spell correctly. | * Verbs * Verbs tenses * Helping verbs * Subject/verb agreement |  | Unit 3 (Verbs) | * HM English Textbook   + Unit 5 Verbs |

**6th Grade Reading, English and Spelling Curriculum**

**Quarter 2**

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| --- | --- | --- | --- | --- |
| Reading/Handwriting | | | | |
| PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars (Extra Materials) |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. * E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure for text and contributes to the development of the theme, setting, or plot. * E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. | * Point of View * Make, Confirm, Revise Predictions * Author’s Purpose * Connotations and denotations * Thesaurus | WONDERS | * U2W3/4 * Genre: Historical Fiction * “Yaskul’s Mighty Trade” * “Roman Diary” * WONDERS Tier 2/3/ELL Materials | * Interactive Read Aloud: “The Special Guest” * Paired Selection: “The Genius of Roman Aqueducts” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. * E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure for text and contributes to the development of the theme, setting, or plot. * E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. * E06.A-V.4.1.1 Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. -(Use context as a clue to the meaning of a word or phrase). -(Use common, grade-appropriate Greek or Latin Affixes and roots as clues to the meaning of a word). | * Theme * Rhyme Scheme and Meter * Word Choice * Personification | WONDERS | * U2W5 * Genre: Poetry * “Ozymandias” * “Lifelong Friends” * “Majestic” * “Mummy” * “Clay” * WONDERS Tier 2/3/ELL Materials | * Interactive Read Alouds: “My Friend Fred,” “Each New Moment” * Paired Selections: “Maestro,” “Tradition” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. * E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of text and contributes to the development of the theme, setting, or plot. * E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. * E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. | * Theme * Make, Confirm, Revise Predictions * Setting * Context clues/paragraph clues * Word relationships | WONDERS | * U3W1/2 * Genre: Realistic Fiction * “Facing the Storm” * “Lizzie Bright and the Buckminster Boy” * WONDERS Tier 2/3/ELL Materials | * Interactive Read Aloud: “On the Mountain” * Paired Selection: “Confronting a Challenge” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| * E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps) * E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. * E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of ideas. * E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text. * E06.B-C.3.1.2 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). * E06.B-V.4.1.1 Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. - (Use context as a clue to the meaning of a word or phrase). - (Use common, grade-appropriate Greek or Latin Affixes and roots as clues to the meaning of a word). | * Text Structure: Sequence * Summarize * Foreshadowing * Prefixes and suffixes * Greek/Latin roots | WONDERS | * U3W3/4 * Genre: Narrative Nonfiction * “Jewels from the Sea” * “The Pot that Juan Built” * WONDERS Tier 2/3/ELL Materials | * Interactive Read Aloud: “A Spur-of-the-Moment Speech” * Paired Selection: “A Box of Ideas” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| Writing & Text Dependent Analysis | | | | |
| * E06.C.1.2.1 Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose. * E06.C.1.2.2 Develop the topic with relevant facts, definitions, concreate details, quotations, or other information and examples. * E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts. * E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. * E06.C.1.2.4 Establish and maintain a formal style. * E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented. * E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. * E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). * E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. * E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/pr convey the experience and events. * E06.E.1.1.5 Establish and maintain a formal style. * E06.E.1.1.6 Provide a concluding section that follows from the analysis presented. | * Audience * Idea * Text Structure * Vocabulary * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation * Grammar | WRITING | Expository & TDA | * RACE Essay Writing * TRACE Essay Writing * RAPS Essay Writing * [http://www.thewritesource.com/ evaluwrite/grade6\_prompt.html](http://www.thewritesource.com/%20evaluwrite/grade6_prompt.html) * [TDA Toolkit - SAS (pdesas.org)](https://www.pdesas.org/Page/Viewer/ViewPage/45/) * TEAMS 6th Grade ELA |
|  | Imagine Learning | | Benchmark 2 |  |
|  | Suggested Novels | | WONDER |  |
| English & Spelling | | | | |
| * CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling * CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to inform about or explain the topic. * E06.D.1.2.2 Spell correctly. | * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation | WONDERS | Unit 5 (Adjectives) | * HM English TB   + Unit 7a Adjectives * Clever   + Imagine Learning   + Quill * Study Island * TEAMS 6th Grade ELA |
| * CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling * CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.  Use precise language and domain-specific vocabulary to inform about or explain the topic * E06.D.1.2.2 Spell correctly. | * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation |  | Unit 6 (Adverbs) | * HM English TB   + Unit 7b Adverbs * Clever   + Imagine Learning   + Quill * Study Island * TEAMS 6th Grade ELA |
| * CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling * E06.D.1.2.2 Spell correctly. | * Spelling * Punctuation |  |  | * HM English TB   + Unit 9 Capitalization & Punctuation |

**6th Grade Reading, English and Spelling Curriculum**

**Quarter 3**

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| Reading/Handwriting | | | | |
| PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars (Extra Materials) |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. * E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure for text and contributes to the development of the theme, setting, or plot. * E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. | * Author’s Point of View * Reread * Author’s Purpose * Idioms * Exaggerations and hyperbole | WONDERS | * U4W1/2 * Biography * “She Had to Walk Before She Could Run” * “Seeing Things His Own Way” | * Interactive Read Aloud: “Going the Distance” * Paired Selection: “Get Fit for Fun!” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. * E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure for text and contributes to the development of the theme, setting, or plot. * E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. * E06.A-V.4.1.1 Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. -(Use context as a clue to the meaning of a word or phrase). -(Use common, grade-appropriate Greek or Latin Affixes and roots as clues to the meaning of a word). | * Ask & Answers Questions * Theme * Summarize * Imagery * Homophones * Sound devices | WONDERS | * U4W3/4 * Genre: Drama * “Treasure in the Attic” * “The Case of the Magic Marker Mischief Maker” A Mickey Rangel Mystery” | * Interactive Read Aloud: “Stage Fright” * Paired Selection: “Dramatic Decisions: Theater Through the Ages” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * TEAMS 6th Grade ELA |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. * E06.A-C.2.1.2 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. * E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. | * Point of View * Alliteration and Assonance * Tone * Figurative language | WONDERS | * U4W5 * Genre: Poetry * “Hi Nilda,” “Hi Rachel” * “This is Just to Say,” “to Mrs. Garcia, in the office,” “to Thomas” | * Interactive Read Aloud: “Alejandro’s Music” * Paired Selections: “Primer Lesson,” “If I can stop one Heart from breaking” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * WONDERS Tier 2/3/ELL Materials |
| Writing & Text Dependent Analysis | | | | |
| * E06.C.1.1.1 Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence. * E06.C.1.1.2 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. * E06.C.1.1.3 Use words, phrases, and clauses to clarify the relationships among claims and reasons. * E06.C.1.1.4 Establish and maintain a formal style. * E06.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented. * E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. * E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). * E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. * E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/pr convey the experience and events. * E06.E.1.1.5 Establish and maintain a formal style. * E06.E.1.1.6 Provide a concluding section that follows from the analysis presented. | * Audience * Idea * Text Structure * Vocabulary * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation * Grammar | WRITING | Persuasive & TDA | * RACE Essay Writing * TRACE Essay Writing * RAPS Essay Writing * [http://www.thewritesource.com/ evaluwrite/grade6\_prompt.html](http://www.thewritesource.com/%20evaluwrite/grade6_prompt.html) * [TDA Toolkit - SAS (pdesas.org)](https://www.pdesas.org/Page/Viewer/ViewPage/45/) |
|  | Imagine Learning | | Benchmark 3 |  |
|  | Suggested Novels | | The Watson’s Go to Birmingham |  |
| English & Spelling | | | | |
| * E06.D.1.1.1 Ensure that pronouns are in the proper case (subjective, objective, and possessive) * E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves). * E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person. * E06.D.1.1.4 Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents). * E06.D.1.2.2 Spell correctly. | * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation | WONDERS | Unit 4 - Pronouns | * HM English TB   + Unit 11 Pronouns * Clever   + Imagine Learning   + Quill * Study Island * TEAMS 6th Grade ELA |
| * E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. * E06.D.1.2.1 Use punctuation (commas, parentheses, dashes) to set of nonrestrictive/parenthetical elements. * E06.D.1.2.2 Spell correctly. * E06.D.2.1.3 Choose words and phrases to convey ideas precisely. * E06.D.2.1.4 Choose punctuation for effect. * E06.D.2.1.5 Choose words and phrases for effect. * E06.D.1.2.2 Spell correctly. | * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation |  | Unit 6 - Prepositional Phrases | * HM English TB   + Unit 13 Prepositional Phrases * Clever   + Imagine Learning   + Quill * Study Island * TEAMS 6th Grade ELA |

**6th Grade Reading, English and Spelling Curriculum**

**Quarter 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reading/Handwriting | | | | |
| PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars (Extra Materials) |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. * E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure for text and contributes to the development of the theme, setting, or plot. * E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. | * Ask & Answers Questions * Character, Setting, Plot: Cause & Effect * Make, Confirm, Revise Predictions * Author’s Purpose * Adages & proverbs * Puns and humor | WONDERS | * U5W3/4 * Genre: Historical Fiction * “Journey to Freedom” * “Elijah of Buxton” | * Interactive Read Aloud: “Lok and the Transcontinental Railroad” * Paired Selection: “The People Could Fly” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * WONDERS Tier 2/3/ELL Materials |
| * E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. * E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. * E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. * E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure for text and contributes to the development of the theme, setting, or plot. * E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. * E06.A-V.4.1.1 Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. -(Use context as a clue to the meaning of a word or phrase). -(Use common, grade-appropriate Greek or Latin Affixes and roots as clues to the meaning of a word). | * Ask & Answers Questions * Theme * Repetition and Imagery * Mood * Figurative language/hyperbole | WONDERS | * U6W5 * Genre: Poetry * “How Many Seconds?” * “An Ode to the Wind” * “To You” * “Ode to Pablo’s Tennis Shoes” | * Interactive Read Aloud: “Ode to the Wind” * Paired Selection: “Drumbeat,” “Sittin’ on the Dock of the Bay” * Leveled Readers * Clever   + Imagine Learning   + NewsELA   + Dreamscape   + KhanAcademy   + McGrawHill * Study Island * Simple Solutions Coach * CNN10.com * getepic.com * Kahoot.com * Connected.mcgraw-hill.com * WONDERS Tier 2/3/ELL Materials |
| Writing & Text Dependent Analysis | | | | |
| * E06.C.1.2.1 Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose. * E06.C.1.2.2 Develop the topic with relevant facts, definitions, concreate details, quotations, or other information and examples. * E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts. * E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. * E06.C.1.2.4 Establish and maintain a formal style. * E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented. * E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. * E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). * E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. * E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/pr convey the experience and events. * E06.E.1.1.5 Establish and maintain a formal style. * E06.E.1.1.6 Provide a concluding section that follows from the analysis presented. | * Audience * Idea * Text Structure * Vocabulary * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation * Grammar | WRITING | Biography/Research & TDA | * RACE Essay Writing * TRACE Essay Writing * RAPS Essay Writing * [http://www.thewritesource.com/ evaluwrite/grade6\_prompt.html](http://www.thewritesource.com/%20evaluwrite/grade6_prompt.html) * [TDA Toolkit - SAS (pdesas.org)](https://www.pdesas.org/Page/Viewer/ViewPage/45/) |
|  | Imagine Learning | | N/A |  |
|  | Suggested Novels | | Hidden Figures |  |
| English & Spelling | | | | |
| * All Previous Eligible Content is presented. | * Cohesion * Paragraphing * Sentence Structure * Spelling * Punctuation | WONDERS | Units 1-6 remaining weeks. Pick and choose. | * HM English TB   + Unit 13 and later * Clever   + Imagine Learning   + Quill * Study Island * TEAMS 6th Grade ELA |