**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**

|  |
| --- |
| 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
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 |
| * 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**

|  |
| --- |
| 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
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