**Grade 6 Curriculum Map**

**Unit 1: Stories of Change (Suggested Time: 7 weeks)**

### Reading

**Goals:** To analyze key ideas and details in addition to craft and structure in print and nonprint texts

**Genres:** short stories, novel excerpts, personal narratives, a myth, a poem, and film clips

**Key Texts:** “Thank You, Ma’am,” “The Fun They Had,” “Eleven,” “The Treasure of Lemon Brown,” “The Jacket,” “Pandora and the Whispering Box,” clips from *The Lion King*, excerpts from *Flipped*, *Walk Two Moons*, and *Kira-Kira*

### Embedded Assessments

1: Writing a Personal Narrative  
2: Writing a Short Story

### Essential Questions

How can change be significant?  
What makes a good story?

### Targeted Common Core State Standards


### Writing and Research

**Goals:** To use narrative techniques such as sequencing, dialogue, and descriptive language  
To write narratives to develop real or imagined events

**Focus Area:** Narrative

### Language and Writer’s Craft

**Focus Areas:** pronouns, punctuating dialogue, transitions, vivid verbs, sentence variety

### Speaking and Listening

- Sharing and Responding in Writing Groups  
- Sharing and Discussing Textual Evidence  
- Collaborating to Create a Poster  
- Collaborating to Create a Story Board  
- Viewing Diverse Media

### Additional Assessment Opportunities

- **Narrative Writing Prompts:** Activities 1.4, 1.5, 1.6, 1.9, 1.10, 1.12, 1.13, 1.15, 1.16, 1.17, 1.19  
- **Citing Textual Evidence:** Activities 1.5, 1.6, 1.7, 1.12, 1.15, 1.17, 1.18  
- **Narrative Analysis Poster:** Activity 1.7  
- **Narrative Memory Map:** Activity 1.10  
- **Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing  
- **Unit Assessment:** online
<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities and Assessment Opportunities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust this column to add dates and/or instructional weeks based on the district calendar.</td>
<td>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</td>
<td>Add modification plans to extend learning or strengthen support based on identified student needs.</td>
<td>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)</td>
</tr>
</tbody>
</table>
| 1 period   | **1.1: Previewing the Unit - Unpack**  
Embedded Assessment 1                                                                                              |                                                                                                  | You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added. |
| 2 periods  | **1.2: Understanding Change - Frame Poem**  
**1.3: Planning for Independent Reading - Text Sheet**                                                    |                                                                                                  | Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit. |
| 7 periods  | **1.4: What Makes a Good Narrative? - Narrative Writing Prompt**  
**1.5: Personal Narrative - Incident-Response-Reflection, Narrative Writing Prompt**  
**1.6: He Said, She Said - Characterization – Graphic Organizers, Narrative Writing Prompt**  
**1.7: Analyzing Narratives - Analysis Poster**                                       |                                                                                                  |                                                                                                                                   |
| 7 periods  | **1.8: Creating a Narrative - Memory Map**  
**1.9: Creating A Narrative: Prewriting and Drafting - Graphic Organizers, Narrative Writing Prompt**  
**1.10: Creating a Narrative: Revising - Dialogue Writer's Checklist**                             |                                                                                                  | **Sample Differentiated Instruction**  
**Suggestion:** Have students go back to previous texts in the unit and see how many lines authors use for the ending. |
| 2 periods  | **Embedded Assessment 1: Writing a**                                                                                 |                                                                                                  |                                                                                                                                     |

*Note: Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction. Add modification plans to extend learning or strengthen support based on identified student needs. Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.). You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added. Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.*
<table>
<thead>
<tr>
<th></th>
<th>Personal Narrative</th>
</tr>
</thead>
</table>
| 2 periods              | 1.11: Previewing Embedded Assessment 2 and Preparing to Write a Short Story - Unpack Embedded Assessment 2, Graphic Organizers  
|                        | 1.12: What's In a Short Story? - Writing Prompt                                    |
| 3 periods              | 1.13: Revisiting Simba's Story - Plot Diagram                                     |
|                        | 1.14: Thinking Figuratively - Graphic Organizers; Revised Text                    |
| 6 periods              | 1.15: In the Beginning - Writing Prompt                                           |
|                        | 1.16: A Day of Change - Developing the Story - Story Map, Graphic Organizer, Writing Prompt |
|                        | 1.17: In the End - Writing Prompts                                               |
| 4 periods              | 1.18: Analyzing a Story - Marked Text, Story Board                               |
|                        | 1.19: Sparking Ideas - Writing Prompt                                            |
| 4 periods              | **Embedded Assessment 2: Writing a Short Story**                                  |
### Grade 6 Curriculum Map

**Unit 2: The Power to Change (Suggested Time: 8 weeks)**

### Reading

**Goals:**
- To analyze literary elements
- To apply a variety of reading strategies to fiction and nonfiction texts

**Genres:** novel, film clips, a fairy tale, poetry, expository essay, memoir, news column, autobiographies, and a film biography

**Key Texts:**
- Walk Two Moons
- “Saying Farewell to a Faithful Pal,” “Dogs Make Us Human,” excerpt from *Travels With Charley*
- Film clips from *Up* and *Temple Grandin*, “My Story” from *Animals in Translation*, excerpt from “The Little Mermaid”

### Written Assessments

**Goals:**
- 1: Responding to Literature
- 2: Writing an Expository Essay

### Essential Questions

- How can talking and working with others help one analyze a novel?
- How do internal and external forces help people grow?

### Targeted Common Core State Standards

- RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.9, RL.6.10
- SL.6.1, SL.6.2, SL.6.4, SL.6.6

### Vocabulary

**Academic:**
- Reflection, compare-contrast, inference, prediction, communication (verbal/nonverbal), synthesize

**Literary:**
- Expository writing, topic sentence, supporting details, novel, subplot, setting, literary analysis, stanza, introduction, hook, thesis statement, conclusion, imagery, textual evidence

### Writing and Research

**Goals:**
- To write an expository response

**Focus Areas:** Expository and Response to Literature

### Language and Writer’s Craft

**Goals:**
- To practice using verb tenses and creating sentence variety

**Focus Areas:**
- Pronoun usage and agreement, sentence variety, revising for figurative language, parallel structure

### Speaking and Listening

**Goals:**
- To collaborate and communicate effectively

**Literature Circles**
- Sharing and Responding in Writing Groups
- Collaborating to Respond to a Prompt
- Viewing Diverse Texts

### Additional Assessment Opportunities

- **Expository Writing Prompts:** Activities 2.2, 2.3, 2.5, 2.7, 2.10, 2.14, 2.15, 2.16, 2.19, 2.21
- **Citing Textual Evidence:** Activities 2.2, 2.5, 2.6, 2.9, 2.15, 2.18, 2.19
- **Double-Entry Journal:** Activity 2.4
- **Fishbowl:** Activity 2.8
- **Collaborative Visual Representation:** Activity 2.11, 2.13
- **Research:** Activity 2.20
## Grade 6 Curriculum Map
### Unit 2 Pacing and Planning Guide

<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities and Assessment Opportunities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust this column to add dates and/or instructional weeks based on the district calendar.</td>
<td>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</td>
<td>Add modification plans to extend learning or strengthen support based on identified student needs.</td>
<td>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)</td>
</tr>
<tr>
<td>1 period</td>
<td>2.1: Previewing the Unit - Unpack Embedded Assessment 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3 periods | 2.2: Forces of Change - Graphic Organizer, Expository Writing Prompt  
2.3: Looking Inside and Out - Expository Writing Prompt, Visual Representation | | You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added. |
| 6 periods | 2.4: Beginning the Journey - Double Entry Journal, Graphic Organizer  
2.5: Planting Seeds of Character Analysis - Graphic Organizer, Expository Writing Prompt  
2.6: Mapping the Journey: Plot and Subplot  
2.7: A Tree of One's Own: Setting - Expository Writing Prompt, Graphic Organizer | | Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit. |
| 7 periods | 2.8: Questions and Discussions - Graphic Organizer  
2.9: Diction Detectives and "Evidence" – Revised Writing Prompt  
2.10: Reporting from Paradise Falls - Graphic Organizers  
2.11: Making Connections and Visualizing | Sample Differentiated Instruction Suggestion: Hand out index cards with different chapter numbers to pairs and have student find connections for their assigned chapters. Allow them to illustrate one of the connections (activity 2.11) | |
| 2.12: Stepping into the Literature Circle | 5 periods | Graphic Organizer, Writing Prompt; sketch, Writing Prompt |
| 2.13: Circling the Moon | 5 periods | Literature Circle Discussion, Graphic Organizer, Synthesis Poster, Expository Writing Prompt |
| Embedded Assessment 1: Responding to Literature | 1 period |
| 2.14: Previewing Embedded Assessment 2 and Expository Writing | 3 periods | Unpack Embedded Assessment 2, Graphic Organizer, Frame Poem |
| 2.15: Changing Genres | 4 periods | Transforming a Tale – Check Your Understanding |
| 2.16: Explaining and Interpreting Change | 4 periods | Graphic Organizers, Expository Writing Prompts |
| 2.17: Writing and Changing Together | 3 periods | Revised Essay Reflection |
| 2.18: Traveling with Charley | 3 periods | Literary Nonfiction – After Reading |
| 2.19: Reflecting on Marley: Textual Evidence | 2 periods | Expository Writing Prompt |
| 2.20: Making Connections Through Research | 2 periods | - KWHL |
| 2.21: Synthesizing Temple's Story | 2 periods | - Graphic Organizers, Expository Writing Prompt |
| Embedded Assessment 2: Writing an Expository Essay | 2 periods |
# Grade 6 Curriculum Map

## Unit 3: Changing Perspectives (Suggested Time: 6 weeks)

### Reading

**Goals:** To analyze informational texts  
To practice nonfiction reading strategies  

**Genres:** an editorial, an online article, news articles, articles, a historical document, an informational text, and a letter  

**Key Texts:** “Should Dodge Ball be Banned in Schools?” “Most Dangerous ‘Sport’ of all May be Cheerleading,” “Would a Pop Warner Ban Limit Concussions?” “Letter on Thomas Jefferson,” “E-Readers Catch Younger Eyes and Go in Backpacks,” “The Pros and Cons of Social Networking for Teenagers,” “Social Networking’s Good and Bad Impacts on Kids,” “Pro and Con Arguments: Are social networking sites good for our society?” “The First Americans”

### Embedded Assessments

1: Researching and Debating a Controversy  
2: Writing an Argumentative Letter

### Essential Questions

Why do we have controversy in society?  
How do we communicate in order to convince others?

### Targeted Common Core State Standards


### Writing and Research

**Goals:** To support a claim with reasons and evidence  
To write an argumentative letter  

**Focus Areas:** Argumentative Writing; Research with Citations

### Language and Writer’s Craft

**Goals:** To understand and use simple, compound, and complex sentences  

**Focus Areas:** formal style, using appositives, complex sentences

### Speaking and Listening

**Goals:** To engage effectively in a variety of collaborative discussions  

Collaborating to Debate  
Viewing Diverse Media  
Collaborating to Present Research  
Collaborating to Evaluate a Claim

### Vocabulary

**Academic:** controversy, argument, claim, reasons, evidence, research, citation, plagiarism, credible, relevant, sufficient  

**Literary:** editorial, formal style, rhetorical appeals, logos, pathos

### Additional Assessment Opportunities

**Argumentative Writing Prompts:** Activities 3.6, 3.7  
**Citing Textual Evidence:** Activities 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.11  
**Creating an Argument:** Activity 3.3, 3.4, 3.6, 3.7, 3.11  
**Research:** Activities 3.4, 3.5, 3.12  
**Revision:** Activities 3.13, 3.14, 3.15  
**Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing  
**Unit Assessment:** online
### Grade 6 Curriculum Map
#### Unit 3 Pacing and Planning Guide

<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities and Assessment Opportunities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjust this column to add dates and/or instructional weeks based on the district calendar.</td>
<td>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</td>
<td>Add specific district expectations here (e.g., benchmark assessments, required reading-writing tasks, cross-curricular projects or strategies, etc.). You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added. Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</td>
</tr>
<tr>
<td></td>
<td>2 periods</td>
<td>3.1: Previewing the Unit - Unpack Embedded Assessment 1 3.2: It is Time to Argue and Convince - Graphic Organizers</td>
<td>Add modification plans to extend learning or strengthen support based on identified student needs.</td>
</tr>
<tr>
<td></td>
<td>4 periods</td>
<td>3.3: Peanuts and Pennies - Identifying claims and Argument - After Reading 3.4: Support and Sport? Creating Support with Reasons and Evidence - Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 periods</td>
<td>3.5: Do Your Research: Sources, Citation, and Credibility – Graphic Organizers 3.6: The Formality of it All: Style and Tone – Graphic Organizer, Writing Prompt 3.7: A Graphic is Worth a Thousand Words - Writing Prompt, Visual Display</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 periods</td>
<td>3.8: Debate It: Organizing and Communicating in an Argument - Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 periods</td>
<td>Embedded Assessment 1:Researching and Debating a Controversy</td>
<td></td>
</tr>
<tr>
<td>3 periods</td>
<td>3.9: Previewing Embedded Assessment 2: Preparing for Argumentative Writing - Unpack Embedded Assessment 2, Graphic Organizers 3.10: Looking at a Model Argumentative Letter - Body Paragraph, Writer’s Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 periods</td>
<td>3.14: Writing an Introduction and a Conclusion - Argumentative Writing Prompt 3.15: Saying Too Much or Too Little - Argumentative Writing Prompt, Revision Writing Prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 period</td>
<td>3.16: Preparing to Write an Argument - Graphic Organizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 periods</td>
<td>Embedded Assessment 2: Writing an Argumentative Letter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grade 6 Curriculum Map
#### Unit 4: The Final Act (Suggested Time: 6 weeks)

#### Reading

**Goals:** To analyze the relationship between setting, characterization, conflict, and plot

**Genres:** poetry, online article, informational text, essay, drama, film

**Key Texts:** “Shakespeare dumbed down in comic strips for bored pupils,” “Shakespeare’s Life,” excerpt from “Reading Shakespeare’s Language,” “The Southpaw,” “Oranges,” “Jabberwocky,” “Fireflies,” excerpts from *The Taming of the Shrew*, film clips from *The Taming of the Shrew*

#### Embedded Assessments

1. Researching and Presenting Shakespeare
2. Performing Shakespeare

#### Essential Questions

- How can research shape one’s understanding of a literary text?
- How is reading a literary text similar to and different from viewing and performing a text?

#### Targeted Common Core State Standards


#### Writing and Research

**Goals:** To research a drama from a different time period

**Focus Areas:** Expository and Research

#### Language and Writer’s Craft

**Goals:** To revise for effective sentence variety

**Focus Areas:** choosing sentence structure, pronoun usage

#### Speaking and Listening

**Goals:** To rehearse and present an engaging performance of a drama

- Practicing Choral Reading
- Delivering Oral and Dramatic Presentations
- Collaborating to Synthesize information
- Viewing Diverse Media

#### Vocabulary

**Academic:** collaborate, source, multimedia, bibliography, evaluate, synthesize, annotate

**Literary:** rhythm, iambic pentameter, iamb, tableau, limerick, rhyme scheme, inflection, rate, drama, free verse, alliteration, oral interpretation

#### Additional Assessment Opportunities

- Expository Writing Prompts: Activities 4.3, 4.4, 4.6, 4.8, 4.15
- Citing Textual Evidence: Activities 4.3, 4.4, 4.13, 4.14
- Evaluating Argument: Activity 4.3
- Multimedia Research Display: Activity 4.5
- Evaluating/Reflecting on a Performance: Activities 4.10, 4.11, 4.12, 4.14
- Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
- Unit Assessment: online
## Grade 6 Curriculum Map
### Unit 4 Pacing and Planning Guide

<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities and Assessment Opportunities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
</table>
| Adjust this column to add dates and/or instructional weeks based on the district calendar. | Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction. | Add modification plans to extend learning or strengthen support based on identified student needs. | Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)
You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added. Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit. |
<p>| 2 periods | 4.1: Previewing the Unit - Unpack Embedded Assessment 1 4.2: Shakespeare in School - Claim and Reasons | | |
| 4 periods | 4.3: Shakespeare and His Society - Graphic Organizer, Source Cards 4.4: Research to Deepen Understanding - Source Cards, Expository Writing Prompts | | |
| 4 periods | 4.5: Planning to Present Research – Expository Writing Prompt 4.6: Understanding Shakespeare's Language - Multimedia Presentation, Graphic Organizers, Expository Writing Prompt | | |
| 3 periods | Embedded Assessment 1: Researching and Presenting Shakespeare | | |
| 3 periods | 4.7: Previewing Embedded Assessment 2 and Preparing for a Performance - Unpack Embedded Assessment 2 | | |</p>
<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Lesson Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8</td>
<td>Play Ball: Analyzing a Game of Life - Graphic Organizer, Expository Writing Prompt</td>
<td>3 periods</td>
</tr>
<tr>
<td>4.9</td>
<td>Drama Games: Connecting the Mind and Body – Check Your Understanding</td>
<td>4 periods</td>
</tr>
<tr>
<td></td>
<td>4.10: Lear’s Limericks: Playing with Rhythm and Rhyme - Limerick Presentation</td>
<td></td>
</tr>
<tr>
<td>4.11</td>
<td>Planning and Presenting a Reader’s Theater - Graphic Organizer</td>
<td>4 periods</td>
</tr>
<tr>
<td></td>
<td>4.12: A Poetic Performance - Reader’s Theater Presentation, Graphic Organizer, Reflection on Performance</td>
<td></td>
</tr>
<tr>
<td>4.13</td>
<td>Previewing the Play – Paraphrased Lines of the Scene</td>
<td>6 periods</td>
</tr>
<tr>
<td></td>
<td>4.14: Guided Reading of <em>The Taming of the Shrew</em> - Marked/Annotated Text, Interpretation of a Scene; Graphic Organizer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.15: One Text, Two Perspectives - Expository Writing Prompt</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>Embedded Assessment 2: Performing Shakespeare</td>
<td>5 periods</td>
</tr>
</tbody>
</table>