

Southington Public Schools

Curriculum Map

Subject: English Language Arts - Reading

Grade: 6

UNIT TITLE	Discovering Independence as Readers	Analyzing Characters Across Series Synthesizing information across multiple texts.	Navigating and Analyzing Nonfiction
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Readers read with agency while developing a reading identity. • Readers read between the lines and coauthor the text. • Readers respond to texts and participate in literary conversations. 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • In this unit, students will analyze the structure of fiction to determine the central ideas and cite evidence to support their analysis. • Students will come prepared to a conversation able to cite specific evidence that supports observations and inferences. 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Readers will determine importance and synthesize in expository nonfiction. • Readers will navigate narrative and hybrid nonfiction. • Readers will synthesize complex information across diverse texts. • Readers will critique texts with analytical lenses and share research. <p>Domain Specific Vocabulary: Expository nonfiction Hybrid nonfiction Narrative nonfiction Text structure Complex information Technical vocabulary (based on topic)</p>
CT CORE STANDARDS	<p>Reading (Literature) Key Ideas and Details: RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Range of Reading and Level of Text Complexity: RL10. Read complex texts <u>independently</u>, proficiently, and <u>fluently</u>, sustaining concentration, <u>monitoring comprehension</u>, and when useful, rereading.</p> <p>Speaking and Listening Comprehension and Collaboration: SL1a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Presentation of Knowledge and Ideas: SL4. Present claims and findings, sequencing ideas logically and using pertinent descriptions,</p>	<p>Reading (Literature) Key Ideas and Details: RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Craft & Structure RL5. 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. RL6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Integration of Knowledge and Ideas</p>	<p>Reading (Informational) Key Ideas and Details: RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. RI5. Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. RI6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RI7. Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Language Standards: Vocabulary Acquisition and Use</p>

	<p>facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear punctuation.</p> <p>Language Standards: Conventions of Standard English L1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>Vocabulary and Acquisition: L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>RL7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>Speaking & Listening Comprehension & Collaboration SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>Presentation of Knowledge and Ideas SL4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Speaking and Listening Standards: Comprehension and Collaboration SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
UNIT TITLE	Social Issues Book Clubs/Mixed Genre	Historical Fiction Information; Research Book Clubs	
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to identify social issues within texts. • How to think and read critically. • How to build empathy and seek connections between their lives and the lives of the characters as they read. • How to participate in book clubs to discuss their observations of fairness in the world. 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Readers interpret complex texts through literary discussion groups. • Readers analyze and synthesize texts through readers’ response and literary conversations. 	

<p>CT CORE STANDARDS</p>	<p>Reading (Informational) Key Ideas and Details: RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI5. Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>Speaking and Listening Standards: Comprehension and Collaboration SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	<p>Reading (Literature) Key Ideas and Details: RL2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment RL3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Craft and Structure RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL5. 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. RL6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Integration of Knowledge and Ideas RL9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Speaking and Listening: Comprehension and Collaboration SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>