

## ELA Essential Elements – 6<sup>th</sup> Grade Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments	Text Examples
<b>1<sup>st</sup> Quarter</b>	I can determine what a text says explicitly and make simple inferences.	EE.RL.6.1- Determine what a text says explicitly as well as what simple inferences must be drawn.	-Give students questions related to the book to find the answer to with simple inferences; students may need explicit modeling and portions of the text highlighted to find the answers in.	Literature text examples:  6 <sup>th</sup> -8 <sup>th</sup> DLM Book List <a href="https://www.dlmpd.com/grade-band-6-8/">https://www.dlmpd.com/grade-band-6-8/</a>  Number the Stars  The Cricket in Times Square  Lemonade Wars
	I can identify details in the text are related to the theme (switch out for central idea).	EE.RL.6.2-Identify details in a text that are related to the theme or central idea.	-Identify the theme as a group and find details to support that (depending on your kids it may be helpful to show small portions of text to do this work).	
	I can identify how a character responds to a challenge in the story.	EE.RL.6.3- Can identify how a character responds to a challenge in a story.	-First identify the events in the story, narrow it down to the challenge and provide choices of how the character responds if needed.	
	I can determine how word choice changes the meaning in a text when given choices.	EE.RL.6.4- Determine how word choice changes the meaning in a text.	-Identify words that students can change out with a new word to see how it changes the meaning. (This is another good MadLib type activity you could do with a small portion of the text).	
	I can use anchor charts to identify the structure of a text.	EE.RL.6.5-Determine the structure of a text (e.g., story, poem, or drama).	- Have anchor charts ready for students to refer to when determining the structure of a text. The students can sort the text under the correct chart.	
	I can use a list of feeling words to help me identify words or phrases in the text that describe what the narrator is feeling.	EE.RL.6.6- Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	-Feeling word chart to pick from to describe how the narrator is feeling.	
	I can compare the experience of reading/listening to a story with the experience of watching a video of the same text.	EE.RL.6.7- Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.	-After reading/watching identify how they were similar-may need to read a short portion and then paly the video, provide choices if needed to support this work.	
	I can compare and contrast stories (switch out for myths/texts) with similar themes.	EE.RL.6.9- Compare and contrast stories, myths, or texts with similar topics or themes.	-Thinking map to compare/contrast stories, visuals/ideas to pick from if needed for students to interact.	
	I can interact with my teacher while listening to read alouds.	EE.RL.6.10- Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.	-Core board to engage students in read aloud.	

## 1<sup>st</sup> Quarter- 6th grade Writing Standards

	<p>I can write about events or personal experiences and include an introduction, two or more events with details, and use transition words.</p>	<p>EE.W.6.3- Write about events or personal experience. Write a narrative about a real or imagined experience introducing the experience and including two or more events. Use words that establish the time frame. Use words that convey specific details about the experience or event.</p>	<p>-Get a list of personal events from families with details to support writing; provide students with a template for some writers with introduction, two detail spaces, and word bank of time/transition words.</p>	
	<p>I can write on topic.  I can plan and revise my writing with support from an adult or peer.</p>	<p>EE.W.6.4- Produce writing that is appropriate for the task, purpose, or audience.  EE.W.6.5-With guidance and support from adults and peers, plan before writing and revise own writing.</p>	<p>-Provide daily opportunities for students to write on topic (writing can look vastly different depending on ability level).  -Provide a planning template and revising checklist.</p>	
	<p>I can gather information from multiple print and digital sources that relate to the topic.</p>	<p>EE.W.6.8-Gather information from multiple print and digital sources that relates to a given topic.</p>	<p>-Research topics as a class and with support for students to gather information.</p>	
	<p>I can use information from literary texts to support my writing.</p>	<p>EE.W.6.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</p>	<p>-Use the work the students did with the standards to support their responses during writing.</p>	

<b>2<sup>nd</sup> Quarter</b>	I can re-read a text to determine what it says explicitly and make simple inferences.	EE.RI.6.1- Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	-Practice inferences with students when someone says it's too loud- have them infer it means to be quiet; pick examples from the text for them to infer.	Informational Text Examples:  Use topics to address Science and Social Studies topics as well
	I can determine the main idea of a passage and details or facts to support it.	EE.RI.6.2- Determine the main idea of a passage and details or facts related to it.	-Draw 10 blanks for students to use to retell the story in ten words.	
	I can identify a detail that elaborates on individuals, events, or ideas in a text.	EE.RI.6.3- Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	-Use those 10 words for students to identify the main idea and find details to elaborate on.	
	I can determine how word choice changes the meaning in a text when given choices.	EE.RI.6.4- Determine how word choice changes the meaning of a text.	-Word choice- create a template similar to MadLibs with a excerpt from the text.	
	I can determine how the title fits the structure of the text when given examples of the different text structures.	EE.RI.6.5-Determine how the title fits the structure of the text.	-Provide an anchor chart of text structures for the students to refer to when identifying structure.	
	I can use words or phrases in the text to identify the author's point of view.	EE.RI.6.6-Identify words or phrases in the text that describe or show the author's point of view.	-Anchor chart for different points of view with examples for students to refer to when deciding the author's point of view.	
	I can find similarities in information found in text and media on the same topic.	EE.RI.6.7-Find similarities in information presented in different media or formats as well as in text.	-Make a T chart to compare the text vs media.	
	I can find claims in a text that are supported by a reason.	EE.RI.6.8- Distinguish claims in a text supported by reason.	-Help students identify the claim in the text and look back in the text to find the reasons to support the claim (this could be prepped ahead of time depending on your students and they sort the reasons to the claim).	
	I can use a thinking map to compare and contrast how two texts describe an event.	EE.RI.6.9-Compare and contrast how two texts describe the same event.	-Use a graphic organizer to compare and contrast two texts on the same topic.	
	I can interact with my teacher while listening to read alouds.	EE.RI.6.10-Demonstrate understanding while actively reading or listening to literary nonfiction.	-Core board for interaction during reading.	

## 2<sup>nd</sup> Quarter- 6th grade Writing Standards

	I can write to a prompt with a claim and one or more reasons to support it.	EE.W.6.1- Write claims about topics or text. Write a claim about a topic or text; Write one or more reasons to support a claim about a topic or text.	-Model writing a claim and showing how to support the claim with more than one reason from the text. -Provide students with a template to use.	
	I can write to share information by introducing a topic and supporting it with facts or details.	EE.W.6.2- Write to share information supported by details. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate; Provide facts, details, or other information related to the topic.	-Provide a template for introduction, transitions words for the supporting details and a conclusion.	
	I can answer a question with a short research project and use technology to find information.	EE.W.6.6- Use technology, including the Internet, to produce writing while interacting and collaborating with others. EE.W.6.7- Conduct short research projects to answer a question.	-Research as a class to write a research project- Cereal box report; Book; poster.	
	I can write on topic using information from the text.	EE.W.6.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").	-Use information from the reading standards to support the claims.	
	I can write to respond to different prompts.	EE.W.6.10-Write routinely for a variety of tasks, purposes, and audiences.	-Provide structured writing time daily for students to work on writing topics they are interested in.	

<b>3<sup>rd</sup> Quarter</b>	I can determine what a text says explicitly and make simple inferences.	EE.RL.6.1- Determine what a text says explicitly as well as what simple inferences must be drawn.	-Give students questions related to the book to find the answer to with simple inferences; students may need explicit modeling and portions of the text highlighted to find the answers in.	Literature text examples:  6 <sup>th</sup> -8 <sup>th</sup> DLM Book List <a href="https://www.dlmpd.com/grade-band-6-8/">https://www.dlmpd.com/grade-band-6-8/</a>
	I can identify details in the text are related to the theme (switch out for central idea).	EE.RL.6.2-Identify details in a text that are related to the theme or central idea.	-Identify the theme as a group and find details to support that (depending on your kids it may be helpful to show small portions of text to do this work).	
	I can identify how a character responds to a challenge in the story.	EE.RL.6.3- Can identify how a character responds to a challenge in a story.	-First identify the events in the story, narrow it down to the challenge and provide choices of how the character responds if needed.	
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### 3<sup>rd</sup> Quarter- 6th grade Writing Standards

	<p>I can write about events or personal experiences and include an introduction, two or more events with details, and use transition words.</p>	<p>EE.W.6.3- Write about events or personal experience. Write a narrative about a real or imagined experience introducing the experience and including two or more events. Use words that establish the time frame. Use words that convey specific details about the experience or event.</p>	<p>-Get a list of personal events from families with details to support writing; provide students with a template for some writers with introduction, two detail spaces, and word bank of time/transition words.</p>	
	<p>I can write on topic.  I can plan and revise my writing with support from an adult or peer.</p>	<p>EE.W.6.4- Produce writing that is appropriate for the task, purpose, or audience.  EE.W.6.5-With guidance and support from adults and peers, plan before writing and revise own writing.</p>	<p>-Provide daily opportunities for students to write on topic (writing can look vastly different depending on ability level).  -Provide a planning template and revising checklist.</p>	
	<p>I can gather information from multiple print and digital sources that relate to the topic.</p>	<p>EE.W.6.8-Gather information from multiple print and digital sources that relates to a given topic.</p>	<p>-Research topics as a class and with support for students to gather information.</p>	
	<p>I can use information from literary texts to support my writing.</p>	<p>EE.W.6.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</p>	<p>-Use the work the students did with the standards to support their responses during writing.</p>	

4 <sup>th</sup> Quarter	I can re-read a text to determine what it says explicitly and make simple inferences.	EE.RI.6.1- Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	-Practice inferences with students when someone says it's too loud- have them infer it means to be quiet; pick examples from the text for them to infer.	Informational Text Examples:  Use topics to address Science and Social Studies topics as well
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	I can use a thinking map to compare and contrast how two texts describe an event.	EE.RI.6.9-Compare and contrast how two texts describe the same event.	-Use a graphic organizer to compare and contrast two texts on the same topic.	
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	I can write to share information by introducing a topic and supporting it with facts or details.	EE.W.6.2- Write to share information supported by details. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate; Provide facts, details, or other information related to the topic.	-Provide a template for introduction, transitions words for the supporting details and a conclusion.	
	I can answer a question with a short research project and use technology to find information.	EE.W.6.6- Use technology, including the Internet, to produce writing while interacting and collaborating with others. EE.W.6.7- Conduct short research projects to answer a question.	-Research as a class to write a research project- Cereal box report; Book; poster.	
	I can write on topic using information from the text.	EE.W.6.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").	-Use information from the reading standards to support the claims.	
	I can write to respond to different prompts.	EE.W.6.10-Write routinely for a variety of tasks, purposes, and audiences.	-Provide structured writing time daily for students to work on writing topics they are interested in.	



Embedded throughout the year:

**Speaking and Listening Essential Elements:**

EE.SL.6.1- Engage in collaborative discussions.

- a. Come to discussions prepared to share information.
- b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
- c. Ask and answer questions specific to the topic, text, or issue under discussion.
- d. Restate key ideas expressed in the discussion.

EE.SL.6.2- Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.

EE.SL.6.3- Identify the reasons and evidence supporting the claims made by the speaker.

EE.SL.6.4-Present findings on a topic including descriptions, facts, or details.

EE.SL.6.5-Select an auditory, visual, or tactual display to clarify the information in presentations.

EE.SL.6.6- Use formal and informal language as appropriate to the communication partner. .

**Conventions of Standard English Essential Elements:**

EE.L.6.1- Demonstrate standard English grammar and usage when communicating.

- a. Use personal pronouns (e.g., he, she, they) correctly.
- b. Use indefinite pronouns.
- c. Not applicable.
- d. Not applicable.
- e. Not applicable.

EE.L.6.2-Demonstrate understanding of conventions of standard English.

- a. Use question marks at the end of written questions.
- b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.

**Knowledge of Language:**

EE.L.6.3-Use language to achieve desired outcomes when communicating.

- a. Vary use of language when the listener or reader does not understand the initial attempt.
- b. Not applicable.

**Vocabulary Acquisition and Use:**

EE.L.6.4-Demonstrate knowledge of word meanings.

- a. Use context to determine which word is missing from a content area text.
- b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
- c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- d. Not applicable.

EE.L.6.5-Demonstrate understanding of word relationships and use.

- a. Identify the meaning of simple similes (e.g., The man was as big as a tree).
- b. Demonstrate understanding of words by identifying other words with similar and different meanings.
- c. Not applicable.

EE.L.6.6-Use general academic and domain-specific words and phrases across contexts.