

**Southern Cayuga Central School District
Emily Howland Elementary
Curriculum Map 2024-2025**

Subject: ELA

Grade: 6

Instructional Days	Essential Questions	Topic/Text	Skills	Resources	Standards	Assessments	Vocabulary (Tier 2)
Sept.	<p>How can groups of people support one another in the face of oppression?</p> <p>How can sacrificing lead to a better future?</p> <p>Is telling the truth always for the best?</p> <p>When is it appropriate to defy authority?</p>	<p>Building Background/ Holocaust Anne Frank</p> <p>TEXT: Number the Stars</p>	<p style="text-align: center;"><u>READING</u></p> <p><i>*Reading Comprehension</i> <i>*Vocabulary</i> <i>*Literary terms</i> <i>*Cause and effect</i> <i>*Compare and Contrast</i> <i>*Character Traits</i> <i>*Story Setting</i> <i>*Plot</i></p> <p style="text-align: center;"><u>VOCABULARY</u></p> <p><i>*Close Reading</i> <i>*Context Clues</i> <i>*Vocabulary Strategies</i></p> <p style="text-align: center;"><u>WRITING</u></p> <p><i>*Short answer response</i> <i>*Long answer response</i> <i>*Newspaper Book Report</i></p>	<p>*Intro to The Holocaust from TPT</p> <p>*My Number the Stars Novel Study Packet from TPT</p> <p>*Number the Stars Book Report</p> <p>*Anne Frank Video https://www.youtube.com/watch?v=ond6r5pafj</p> <p>*Acrostic Poems based on characters *Word Search</p>	<p><i>R.I. 6.2, 6.3, 6.5, 6.6</i> <i>R.L. 6.2, 6.3, 6.4, 6.5, 6.6</i> <i>W. 6.1</i></p>	<p>Chapter quizzes</p> <p>Number the Stars Whole Book Comprehension Test</p> <p>Book Report Project</p> <p>Informal Assessments: Entrance Tickets, Comprehension questions, Exit Tickets</p>	<p>Chpt. 1: sabotage, humorous, anxiously</p> <p>Chpt. 2: solemn, citizen</p> <p>Chpt. 3: ordinary, tormenting</p> <p>Chpt 4: exasperated, bellowed, disdainfully</p> <p>Chpt. 5: unwavering, abruptly</p> <p>Chpt. 6: suspicious, tentatively</p> <p>Chpt. 7: harbor, hazy</p> <p>Chpt 8: scolded, dismay</p>

							<p>Chpt 9: rhythmically, dismayed</p> <p>Chpt 10: staccato, linger</p> <p>Chpt 11: rummaging, protruding</p> <p>Chpt 12: peered</p> <p>Chpt 13: faltered, vast</p> <p>Chpt 14: brusque, donned, tantalize</p> <p>Chpt 15: quavering, implored</p> <p>Chpt 16: hastily, warily</p> <p>Chpt 17: rejoicing</p> <p>Other: deprivation, sacrifices</p>
<p>Module 2a-October-December</p>	<p>*What are rules to live by?</p> <p>*How do we communicate these “rules”?</p> <p>How does figurative language and word choice</p>	<p>Close Reading/ Rules to Live By</p> <p>TEXT: Bud, Not Buddy- Christopher Paul Curtis</p>	<p><u>READING</u></p> <p><i>*Close reading</i></p> <p><i>*Reading comprehension</i></p> <p><i>*Vocabulary</i></p> <p><i>*Literary terms</i></p> <p><i>*Literary response and expression</i></p> <p><i>*Recognizing and reading various genres</i></p>	<p>*Steve Jobs Commencement Address</p> <p>*If by Rudyard Kipling (Audio and print versions)</p>	<p><i>R.L. 6.1, 6.2, 6.4, 6.5,</i></p> <p><i>R.I. 6.1, 6.2, 6.5</i></p> <p><i>W. 6.2, 6.3, 6.4, 6.9, 6.11</i></p> <p><i>L. 6.1, 6.5</i></p>	<p>Mid Unit 1- Interpreting Figurative Language</p> <p>End of Unit 1- Interpretation of President Obama Speech</p>	<p>Tier II:</p> <ul style="list-style-type: none"> -Argue -Central Theme -Clarify -Conclusion -Content -Critique -Elaborate -Evidence -Excerpt -Inference -Introduction -Paraphrase

	<p>affect the tone and meaning of a text?</p>		<p><i>*Critical Analysis and evaluation</i> <i>*Shared reading in small groups</i> <i>*Poetry interpretation and analysis</i> <i>*Poetic elements</i></p> <p><u>VOCABULARY</u></p> <p><i>*Close Reading</i> <i>*Context Clues</i> <i>*Vocabulary Strategies</i> <i>*Annotation</i></p> <p><u>WRITING</u></p> <p><i>*Analysis of Elements of plot</i> <i>*Research Based</i> <i>*Critical Analysis</i> <i>*Supporting Evidence</i> <i>* Domain Specific Vocabulary in Writing</i> <i>*Graphic Organizers</i> <i>*Paraphrase/Quotations</i> <i>* Grammar</i> <i>*Sentence Structure</i> <i>*Punctuation</i></p> <p><u>SPEAKING</u></p> <p><i>* Pairs</i> <i>* Small Group</i> <i>*Whole Group</i> <i>*Active Discussion</i></p> <p><u>LISTENING</u></p> <p><i>*Pairs</i> <i>* Small Group</i></p>	<p>Rule project- research project</p> <p>figurative language break out box</p> <p>Shades of meaning- connotative language and word choice</p>		<p>Mid Unit 2- Stanza 4 of If poem analysis and interpretation</p> <p>End Unit 2- Literary Analysis Essay</p> <p>Mid Unit 3- Gathering evidence from research article</p> <p>End of Unit 3- Rule project report and presentation</p> <p>Informal Assessments: Entrance comprehension questions</p> <p>Exit Tickets</p> <p>Comprehension quizzes on Socrative</p> <p>Classroom worksheets</p>	<p>-Perspective -Point of View -Precise -Relevant -Structure -Tone -Word Choice</p> <p>Tier III: -Narrator -Protagonist -Literary Argument</p>
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			<i>*Whole Group</i> <i>*Active Discussion</i> <i>*Close Listening</i>				
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Instructional Days	Essential Questions	Topic/Text	Skills	Resources	Standards	Assessments	Vocabulary (Tier 2)
Module 1- January- March	<p>*What skills does a hero possess?</p> <p>*What obstacles do most heroes face?</p> <p>*How does knowledge of the Hero's Journey help to more deeply understand character ?</p>	<p>Myths: Not Just Long Ago</p> <p>TEXT:</p> <p>*The Lightning Thief- Rick Riordan</p> <p>*Myths and Legends</p> <p>*The Hero's Journey</p> <p>*Cronus Myth</p> <p>*Key Elements of Mythology</p> <p>*Prometheus Myth</p>	<p><u>READING</u></p> <p><i>*Figurative Language</i></p> <p><i>*Main Idea/Summary</i></p> <p><i>*Visual Interpretation</i></p> <p><i>*Compare/Contrast</i></p> <p><i>*Point of View</i></p> <p><i>*Author's Purpose</i></p> <p><i>*Opinion and Reasons</i></p> <p><i>*Literary Devices</i></p> <p><u>VOCABULARY</u></p> <p><i>*Close Reading</i></p> <p><i>*Context Clues</i></p> <p><i>*Vocabulary Strategies</i></p> <p><i>*Annotation</i></p> <p><u>WRITING</u></p> <p><i>*Character Analysis</i></p> <p><i>*Research Based</i></p> <p><i>*Critical Analysis</i></p> <p><i>*Supporting Evidence</i></p>	<p>Prometheus Myth</p> <p>Cronus Myth</p> <p>Modeled writing pieces</p> <p>Varied myths- Reader's Theater</p> <p>Movie: Moana</p> <p>Movie: The Lightning Thief</p>	<p>R.L. 6.1-6.3, R.I. 6.1</p> <p>W.6.2-6.4, 6.9, 6.11</p> <p>L. 6.1</p>	<p>Mid Unit 1- Inferences about Character</p> <p>End of Unit 1- Character Alignment to The Hero's Journey</p> <p>Mid Unit 2- Literary Analysis Essay</p> <p>End Unit 2- Literary Analysis Essay</p>	<p>Tier II:</p> <p>-Characterization</p> <p>-Internal Conflict</p> <p>-External Conflict</p> <p>-Resolution</p> <p>-Align</p> <p>-Analyze</p> <p>-Annotate</p> <p>-Cite</p> <p>-Clarify</p> <p>-Concrete</p> <p>-Context Clues</p> <p>-Criteria</p> <p>-Critique</p> <p>-Evidence</p> <p>-Excerpt</p> <p>-Gist</p> <p>-Infer</p> <p>-Main idea</p> <p>-Paraphrase</p> <p>-Prefix</p>

		<ul style="list-style-type: none"> * <i>Domain Specific Vocabulary in Writing</i> *<i>Graphic Organizers</i> *<i>Paraphrase/Quotations</i> * <i>Grammar</i> *<i>Sentence Structure</i> *<i>Punctuation</i> <u><i>SPEAKING</i></u> * <i>Pairs</i> * <i>Small Group</i> *<i>Whole Group</i> *<i>Active Discussion</i> <u><i>LISTENING</i></u> *<i>Pairs</i> * <i>Small Group</i> *<i>Whole Group</i> *<i>Active Discussion</i> *<i>Close Listening</i> 			<p>Mid Unit 3- Align myth to Hero's Journey Archetype</p> <p>End of Unit 3- Narrative Myth</p> <p>Informal Assessments: Entrance comprehension questions</p> <p>Exit Tickets</p> <p>Comprehension quizzes on Google Docs</p> <p>Classroom worksheets</p>	<ul style="list-style-type: none"> -Pronoun -Reading closely -Relevant -Structure -Supporting details <p>Tier III:</p> <ul style="list-style-type: none"> -Theme -Narrative -Expository -Point of View -Perspective -Paragraph -Run-on Sentence -Literary Elements
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Instructional Days	Essential Questions	Topic/Text	Skills	Resources	Standards	Assessments	Vocabulary (Tier 2)
Module 3- March to June	<p>*How do human activities affect the balance of our ecosystem?</p> <p>*How does an author's geographic location affect his perspective, and how is that perspective communicated in his writing?</p> <p>*How does an author develop the narrator's point of view and perspective?</p> <p>*How does an author's purpose affect the narrator's point of view?</p> <p>*How does an author's word choice help convey perspective and point of view?</p>	<p>UNDERSTANDING PERSPECTIVE: SUSTAINING THE OCEANS</p> <p>TEXTS: <i>World Without Fish</i> by Mark Kurlansky</p> <p><i>Flush</i> by Carl Hiaasen</p>	<p><u>READING</u></p> <p><i>*Use of multiple genres to develop and enhance close reading</i></p> <p><i>*Reading comprehension</i></p> <p><i>*Vocabulary</i></p> <p><i>*Literary terms</i></p> <p><i>*Literary response and expression</i></p> <p><i>*Recognizing and reading various genres</i></p> <p><i>*Critical Analysis and evaluation</i></p> <p><i>*Shared reading in small groups</i></p> <p><i>*Read and analyze research articles to support a claim</i></p> <p><u>VOCABULARY</u></p> <p><i>*Close Reading</i></p> <p><i>*Context Clues</i></p> <p><i>*Vocabulary Strategies</i></p> <p><i>*Figurative Language</i></p> <p><i>*Connotation</i></p> <p><i>*Annotation</i></p> <p><u>WRITING</u></p> <p><i>*Informational Consumer Guide</i></p> <p><i>*Research Based</i></p> <p><i>*Critical Analysis</i></p> <p><i>*Supporting Evidence</i></p>	<p>*Ending Overfishing video transcript packet</p> <p>*A Rapidly Disappearing Fish packet</p> <p>*Sustainable Fishing Methods packet</p> <p>*Buying Fish using Sustainable Fishing Methods packet</p> <p>*Point of view task cards (T-P-T)</p> <p>Biased writing unit (T-P-T)</p>	<p><i>R.L. 6.4, 6.5, 6.6, 6.11,</i> <i>R.I. 6.3, 6.4, 6.6, 6.7</i> <i>W. 6.2, 6.4, 6.6, 6.7, 6.9, 6.11</i> <i>L. 6.2, 6.3, 6.4</i></p>	<p>Mid Unit 1- Analyze Idea development in chapter 3 of WWF</p> <p>End of Unit 1- Analyzing Author's point of view and how it is conveyed in chapter 5 of WWF</p> <p>Mid Unit 2- Analyzing point of view and plot development in Flush</p> <p>End Unit 2- Evidence of author's perspective in Flush</p> <p>Mid Unit 3- Researching information about how to buy fish using sustainable fishing methods</p>	<p>Tier II:</p> <p>-Compelling</p> <p>-Conclusion</p> <p>-Conventions</p> <p>-Convey -Critique</p> <p>-Develop</p> <p>-Evaluate</p> <p>-Factual Information</p> <p>-Formative Feedback</p> <p>-Structure</p> <p>-Technique -Topic</p> <p>-Main Idea</p> <p>-Perspective</p> <p>-Point of View</p> <p>-Infer</p> <p>-Introduction</p> <p>Tier III:</p> <p>-Figurative Language -First Person -Metaphor</p> <p>-Personification</p> <p>-Simile -Third Person</p>

		<ul style="list-style-type: none"> * <i>Domain Specific Vocabulary in Writing</i> *<i>Graphic Organizers</i> *<i>Paraphrase/Quotations</i> * <i>Grammar</i> *<i>Sentence Structure</i> *<i>Punctuation</i> <u><i>SPEAKING</i></u> * <i>Pairs</i> * <i>Small Group</i> *<i>Whole Group</i> *<i>Active Discussion</i> <u><i>LISTENING</i></u> *<i>Pairs</i> * <i>Small Group</i> *<i>Whole Group</i> *<i>Active Discussion</i> *<i>Close Listening</i> 			<p>End of Unit 3- Informative Consumer Guide: What you need to know when buying fish</p> <p>Informal Assessments: Entrance comprehension questions</p> <p>Exit Tickets</p> <p>Comprehension quizzes on Socrative</p> <p>Classroom worksheets</p>	
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