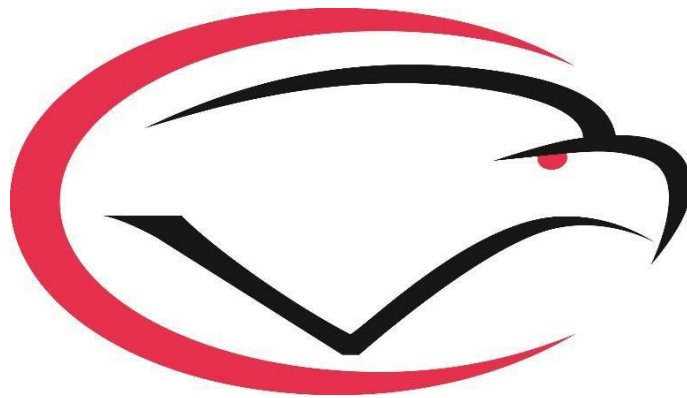


Secondary Curriculum Maps



Cumberland Valley School
District

Soaring to Greatness, Committed to
Excellence

6th Grade ELA

		Priority Standards by Content Area				
Units	Timeline	Topics/Skills	Reading Informational Text	Reading Literature	Writing and Grammar	Speaking/Listening
Author's Craft- Reading and Writing: Informational Text	Marking Period 1 (18 Weeks)	Determining Central Idea	CC.1.2.6.A		CC.1.4.6.B	CC.1.5.6 A
		Objective Summary Writing ☐	CC.1.2.6.B		CC.1.4.6.E	CC.1.5.6 D
		Citing Textual Evidence	CC.1.2.6.D		CC.1.4.6.F	
		Determining the meanings of	CC.1.2.6.F		CC.1.4.6.G	
		Determining Author's POV☐	CC.1.2.6.H		CC.1.4.6.H	
		Argumentative Writing Process☐			CC.1.4.6.I	
		Engagement in Collaborative Discussions			CC.1.4.6.J	
					CC.1.4.6.K	
					CC.1.4.6.L	
					CC.1.4.6.S	
Author's Craft- Reading and Writing: Literature	Marking Period 2 (18 Weeks)	Citing Textual Evidence (fiction)☐		CC.1.3.6.A	CC.1.4.6.B	CC.1.5.6.A
		Compare and Contrast Story		CC.1.3.6.B	CC.1.4.6.E	CC.1.5.6 D
		Determining Central Idea or Theme		CC.1.3.6.C	CC.1.4.6.F	
		Determining the meanings of		CC.1.3.6.F	CC.1.4.6.G	
		Compare and Contrast		CC.1.3.6.H	CC.1.4.6.H	
		Analytical Writing Process☐		CC.1.3.6. I	CC.1.4.6.I	
		Engagement in Collaborative Discussions			CC.1.4.6.J	
					CC.1.4.6.K	
					CC.1.4.6.L	
					CC.1.4.6.S	
					CC.1.4.6.K	
					CC.1.4.6.L	
					CC.1.4.6.S	
Author's Craft- Reading and Writing: Integration I	Marking Period 3 (18 Weeks)	Assess Credibility and Accuracy of Conduct (Short) Research projects	CC.1.2.6.A	CC.1.3.6.A	CC.1.4.6.B	CC.1.5.6.A
			CC.1.2.6.B	CC.1.3.6.B	CC.1.4.6.E	CC.1.5.6 D
		Engage in Collaborative Discussions (digital and inclass)	CC.1.2.6.C	CC.1.3.6.C	CC.1.4.6.F	
			CC.1.2.6.D	CC.1.3.6.F	CC.1.4.6.G	
			CC.1.2.6.F	CC.1.3.6.H	CC.1.4.6.H	
			CC.1.2.6.H	CC.1.3.6. I	CC.1.4.6.I	
					CC.1.4.6.J	
					CC.1.4.6.K	
					CC.1.4.6.L	
					CC. 1.4.6W (C.C.1.4.6.V)	
Author's Craft- Reading and Writing: Integration II	Marking Period 4 (18 Weeks)	Argumentative Writing Process☐	CC.1.2.6.A	CC.1.3.6.A	CC.1.4.6.B	CC.1.5.6.A
		Determining Central Idea	CC.1.2.6.B	CC.1.3.6.B	CC.1.4.6.E	CC.1.5.6 D
		Engage in Collaborative Discussions (digital and inclass)	CC.1.2.6.C	CC.1.3.6.C	CC.1.4.6.F	
			CC.1.2.6.D	CC.1.3.6.F	CC.1.4.6.G	
			CC.1.2.6.F	CC.1.3.6.H	CC.1.4.6.H	
			CC.1.2.6.H	CC.1.3.6. I	CC.1.4.6.I	
					CC.1.4.6.J	
					CC.1.4.6.K	
					CC.1.4.6.L	

Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence.			
Taught in Unit(s)			
This concept will be introduced and taught in Units 1 and 3			
Explanation/Example of Standard			
Students are expected to evaluate data, arguments, and claims in a text in order to distinguish those supported by evidence from those which are not. Students also evaluate if these is enough evidence to support a particular claim within an informational text.			
Authors provide reasons/examples/evidence in informational text to support their arguments and specific claims.			
Strategic readers evaluate the reasons and evidence that the authors use to support their arguments and specific claims in informational texts.			
Common Misconceptions			
<ul style="list-style-type: none">● Difficulty distinguishing relevant and irrelevant support● Difficulty identifying vague language and weak support			
Big Idea(s)		Essential Question(s)	
Effective reading involves determining whether the claims and evidence in a piece of writing support the author’s argument.		<ul style="list-style-type: none">● What is a claim and how can you support it?● How do you determine if evidence actually supports the author’s claim?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E06.B-C.3.1	Demonstrate understanding of connections within and/or among informational texts	B-C.3.1.1	Trace and 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).
		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).
Concepts (what students need to know)		Skills (what students must be able to do)	
Students need to know: <ul style="list-style-type: none">● Informational text● How to trace an author’s argument and specific claims● How to evaluate an author’s argument and specific claims● Main/key ideas● Supporting details		Students must be able to: <ul style="list-style-type: none">● Identify the author’s argument and specific claims● Identify (e.g. by telling, writing, graphically representing) reasons/evidence that supports the author’s argument and specific claims in a text	

- Relevant vs. Irrelevant details
- Reasons/Examples/Evidence
- Arguments
- Invalid/Valid claims

- Differentiate between claims which are supported by reasons/evidence and those which are not
- Differentiate between valid/invalid claims
- Explain how an author uses particular arguments and specific claims in a text, identifying which reasons and evidence support which point (s)
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

Curriculum Map

CV Priority Standard/PA Core Standard	
CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	
Taught in Unit(s)	
Explanation/Example of Standard	
<ul style="list-style-type: none"> ● Demonstrate understanding of vocabulary and figurative language in informational texts. ● Authors make purposeful choices to achieve an intended effect within informational text (s). ● Strategic readers actively seek the meanings of unknown words/phrases to deepen their understanding of informational texts. 	
Common Misconceptions	
Confuse literal and nonliteral meaning The word “like” always indicates a simile Connotation (feeling) and denotation (actual meaning) are the same thing	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Effective readers use multiple strategies to determine the meanings of words/phrases 	<ul style="list-style-type: none"> ● How do readers use context clues to determine the meanings of unknown words? ● How does understanding figurative language help one to comprehend nonfiction text? ● How does one differentiate literal and nonliteral?
Assessments	
See unit map for specific unit common assessments	
Assessment Anchor	Eligible Content
E06.B-V.4 Vocabulary Acquisition and Use E06.B-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. <i>audience</i>, <i>auditory</i>, <i>audible</i>) c. Determine the meaning of technical words and phrases used in text
E06.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<p>a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.</p>
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Students need to know:</p> <ul style="list-style-type: none"> ● Informational text ● Word choice ● Context clues ● Literal/Denotative meaning ● Connotative meaning ● Technical meaning ● Figurative or nonliteral meaning (e.g. simile, metaphor, personification, hyperbole) ● Tone ● Affixes/roots 	<ul style="list-style-type: none"> ● Read and reread other sentences paragraphs, and non-linguistic images in the text to identify context clues ● Use context clues to help unlock the meaning of unknown words/phrases ● Determine the appropriate definition of words that have more than one meaning ● Differential between the literal and non-literal meaning ● Identify and interpret figurative language ● Explain how figurative language enhances and extends meaning ● Explain how the impact of specific language choices by the author ● Determine the meaning of words, phrases as they are used in a text, including figurative, connotative, and technical meanings

Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.2.6.A Determine the 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.			
Taught in Unit(s)			
This concept will be introduced and taught in Unit 2 and used throughout the year in all units.			
Explanation/Example of Standard			
<ul style="list-style-type: none">• Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of text.• Effective readers use key details in an informational text to identify the main topic.• Strategic readers develop effective summaries that capture the main idea (s) of informational text and excludes personal opinions or judgments.			
Common Misconceptions			
<ul style="list-style-type: none">• Main idea and theme are not the same. Main idea/Topic Theme/Central message• A longer summary is a better summary			
Big Idea(s)		Essential Question(s)	
<ul style="list-style-type: none">• Effective reading involves various text structure.• Key details can be used to identify the main idea.• Summary writing is objective.• Effective summaries objectively state the main idea and key details of informational text.		<ul style="list-style-type: none">• How do readers analyze various informational text structures?• How do readers identify main and key details?• How do readers summarize informational text?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E06.B-K	Demonstrate understanding of key ideas and details in informational texts.	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.
B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	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 judgments
B-C.3.1	Demonstrate understanding of connections within and/or among informational texts.	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).
Concepts (what students need to know)		Skills (what students must be able to do)	

<p>Students need to know:</p> <ul style="list-style-type: none"> ● Informational text ● How to explain (e.g. what and why) ● Central/main idea ● Types of text structures (e.g. sequence/chronological order, comparison) ● Different purposes for graphic organizers, based on structure of text ● Differences between central/main ideas and key details in an informational text ● Components of an effective summary (e.g. objective vs. subjective) for informational texts ● 10% Summary Writing Process ● START sentence writing 	<ul style="list-style-type: none"> ● Determine central/main idea of an informational text ● Recognize how ideas are organized in an informational text ● How to write a START sentence ● How to write a 10% summary ● Describe or graphically represent the relationship between central/main ideas and details ● Explain how the main ideas are supported by key details ● Summarize the main ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgements ● Determine the 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 (10% summary)
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Curriculum Map

CV Priority Standard/PA Core Standard	
CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text.	
Taught in Unit(s)	
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.	
Explanation/Example of Standard	
<p>Demonstrate the understanding of key ideas and details in informational text.</p> <p>Authors select purposeful strategies to develop informational texts.</p> <p>Strategic readers analyze the development of individuals, events/concepts or steps/procedures in order to make meaning of what they read.</p>	
Common Misconceptions	
Difficulty in distinguishing the techniques authors use to elaborate key individuals events or ideas	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Effective reading involves recognizing and analyzing the strategies that authors use to develop text. 	<ul style="list-style-type: none"> ● How do readers recognize strategies that authors use to develop the text? ● How do readers analyze strategies that authors use to develop the text?
Assessments	
See unit map for specific unit common assessments	
Assessment Anchor	Eligible Content
E06.B-K.1	Analyze in detail how a key detail, individual, event or idea is introduced, illustrated, or elaborated in text (e.g. through examples, anecdotes, or sequence of steps)
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Students need to know:</p> <ul style="list-style-type: none"> ● Informational text ● How to analyze (e.g. explanation of what, why, and how?) ● Key ideas, concepts, individuals, events/steps/procedures in informational texts. ● Specific details that explain key ideas, individuals, events/procedures, etc. ● Develop strategies for informational texts (e.g. introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc) ● Relationships and interactions (e.g. one piece of text “explains” another stands “in contrast” to another, or “comes before” another) 	<ul style="list-style-type: none"> ● Describe the events, key ideas/concepts, procedures, etc. in a variety of informational texts ● Identify the specific details/information that develop and individuals, events, procedures, ideas, or concepts in informational texts ● Identify words/phrases that signal relationships and interactions (e.g. one piece of text “explains” another stands “in contrast” to another, or “comes before” another) ● Describe how relationships and interactions between ideas/concepts, individuals, and events develop informational text ● Use text details to analyze how author’s development choices reveal the message

- Transition/linking words that assist explanations and analysis (eg.e because, then, as a consequence, in contrast) for informational texts

(ge. how author introduces, illustrates, elaborates, information)

6 ELA Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences, and/or generalizations drawn from the text.			
Taught in Unit(s)			
Explanation/Example of Standard			
<p>Effective readers use strong textual evidence, connections to their own lives, and their background information to make inferences and to draw conclusions about what they read.</p> <p>Effective readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</p> <p>Students should be able to quote correctly from the text and to explain what the text is about (paraphrase) and when drawing conclusions (making an inference). Use question and prompt such as:</p> <ul style="list-style-type: none">● Can you tell me the reasons why you think...? Show where you linked your thinking to the text.			
Common Misconceptions			
<p>Some students may believe:</p> <ul style="list-style-type: none">● Rereading is not necessary● The knowledge they have about a subject, topic, or experience is correct rather than relying on the information in the text.● Any quote from the text is sufficient evidence.			
Big Idea(s)		Essential Question(s)	
<p>Strategic readers can develop, select, and apply strategies to enhance comprehension.</p> <p>Effective readers use textual evidence to analyze text and draw conclusions.</p>		<ul style="list-style-type: none">● How does one cite textual evidence to support her analysis of a text?● How does one make an inference or generalizations?● How does one utilize both textual evidence and prior knowledge to make an inference?● How does a reader use quotes from a text to support inferences?● How does a reader cite textual evidence to explain what the text says explicitly?	
Assessments			
See unit map for specific common assessments			
Assessment Anchor		Eligible Content	
E07.B-K.1.1	Determine understanding of key ideas and details in informational texts	E07.B-K.1.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text

		E07.B-K.1.1.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
		E07.B.1.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● Text support ● Inference ● Prediction ● Author's decisions (e.g. paragraphing, quotations, organization of text) ● Direct Quotations ● Generalizations ● Critical/analytical judgments ● Background knowledge ● Explicitly stated information from text ● "CE" citation and explanation/analysis of ICE quote integration ● MLA citation ● How and Why to cite 		<ul style="list-style-type: none"> ● Make, test, and revise predictions as they use ● Use explicitly state information, background, knowledge, and connections to the text to answer questions they have as they read ● Make inferences about the content of a text ● Make critical or analytical judgments to make generalizations. ● Differentiate between appropriate and inappropriate textual support ● Use quotes from the text when explaining what the text says ● Use quotes from the text when drawing inferences from the text ● Use quotes from the text to support inferences ● Cite accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. ● Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis. ● Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text. ● "CE" citation and explanation/analysis of ICE quote integration ● MLA citation ● How and Why to cite 	

Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.2.6.A Determine the 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.			
Taught in Unit(s)			
This concept will be introduced and taught in Unit 2 and used throughout the year in all units.			
Explanation/Example of Standard			
<ul style="list-style-type: none">• Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of text.• Effective readers use key details in an informational text to identify the main topic.• Strategic readers develop effective summaries that capture the main idea (s) of informational text and excludes personal opinions or judgments.			
Common Misconceptions			
<ul style="list-style-type: none">• Main idea and theme are not the same. Main idea/Topic Theme/Central message• A longer summary is a better summary			
Big Idea(s)		Essential Question(s)	
<ul style="list-style-type: none">• Effective reading involves various text structure.• Key details can be used to identify the main idea.• Summary writing is objective.• Effective summaries objectively state the main idea and key details of informational text.		<ul style="list-style-type: none">• How do readers analyze various informational text structures?• How do readers identify main and key details?• How do readers summarize informational text?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E06.B-K	Demonstrate understanding of key ideas and details in informational texts.	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.
B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	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 judgments
B-C.3.1	Demonstrate understanding of connections within and/or among informational texts.	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).
Concepts (what students need to know)		Skills (what students must be able to do)	

<p>Students need to know:</p> <ul style="list-style-type: none"> ● Informational text ● How to explain (e.g. what and why) ● Central/main idea ● Types of text structures (e.g. sequence/chronological order, comparison) ● Different purposes for graphic organizers, based on structure of text ● Differences between central/main ideas and key details in an informational text ● Components of an effective summary (e.g. objective vs. subjective) for informational texts ● 10% Summary Writing Process ● START sentence writing 	<ul style="list-style-type: none"> ● Determine central/main idea of an informational text ● Recognize how ideas are organized in an informational text ● How to write a START sentence ● How to write a 10% summary ● Describe or graphically represent the relationship between central/main ideas and details ● Explain how the main ideas are supported by key details ● Summarize the main ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgements ● Determine the 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 (10% summary)
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Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.			
Taught in Unit(s)			
This concept will be used throughout all units.			
Common Misconceptions			
<div>1. The first definition I find when looking up an unfamiliar word is the correct one.</div> <div>2. I have to know every word in a sentence to understand the content.</div> <div>3. There is only one way to determine the meaning of an unfamiliar word.</div>			
Big Idea(s)		Essential Question(s)	
Effective reading involves determining the meaning of unknown and multiple-meaning words and phrases.		<div>- How do readers use context clues to determine the meaning of words?</div> <div>- How do readers use knowledge of affixes and roots to determine the meaning of words?</div> <div>- How do readers demonstrate understanding of nuances in word meaning (including connotation/denotation/shades of meaning)?</div>	
Effective reading involves determining the meaning of figurative language.			
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
A-V.4.1	Demonstrate understanding of vocabulary and figurative language in literature	A-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <div>a) 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.</div> <div>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)</div>
		A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

			<p>a) Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.</p> <p>b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> - Strategies to determine the meanings of unknown and multiple meaning words and phrases - Context clues - Knowledge of word parts: prefixes, suffixes and roots 		<ul style="list-style-type: none"> - Identify unknown words within a text - Review the sentences surrounding the unknown word (context clues) to help determine the meaning - Break up words by parts to determine the meaning - Determine - Clarify - Select 	

Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.			
Taught in Unit(s)			
This concept will be introduced and taught in Unit 2 and used throughout the year in all units.			
Explanation/Example of Standard			
Make connections within, between, and/or among texts			
Common Misconceptions			
Venn diagram is the only way to compare and contrast No difference between compare and contrast			
Big Idea(s)		Essential Question(s)	
<ul style="list-style-type: none">- Critical readers will apply textual evidence to support their ideas through comparing and contrasting- Students will connect any type of fiction/nonfiction text to real life, prior experiences, and other texts/media.- 		<ul style="list-style-type: none">- How do readers determine the author’s theme or central idea?- How do readers compare and contrast two pieces with similar themes and topics?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
CC.1.3	CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	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 towards a resolution.
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none">- Compare- Contrast- Genre (e.g. drama, poetry, short story)- Versions of texts		<ul style="list-style-type: none">- Describe the visualization that occurs when reading a text and explain how this contributes to the understanding of the story.	

<ul style="list-style-type: none">- Narrative elements (eg. character, setting, plot, tone, mood, theme)	<ul style="list-style-type: none">- Compare and contrast authors' themes and topics-
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Curriculum Map

CV Priority Standard/PA Core Standard	
CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	
Taught in Unit(s)	
Explanation/Example of Standard	
<ul style="list-style-type: none"> ● Demonstrate understanding of vocabulary and figurative language in informational texts. ● Authors make purposeful choices to achieve an intended effect within informational text (s). ● Strategic readers actively seek the meanings of unknown words/phrases to deepen their understanding of informational texts. 	
Common Misconceptions	
Confuse literal and nonliteral meaning The word “like” always indicates a simile Connotation (feeling) and denotation (actual meaning) are the same thing	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Effective readers use multiple strategies to determine the meanings of words/phrases 	<ul style="list-style-type: none"> ● How do readers use context clues to determine the meanings of unknown words? ● How does understanding figurative language help one to comprehend nonfiction text? ● How does one differentiate literal and nonliteral?
Assessments	
See unit map for specific unit common assessments	
Assessment Anchor	Eligible Content
E06.B-V.4 Vocabulary Acquisition and Use E06.B-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. <i>audience</i>, <i>auditory</i>, <i>audible</i>) c. Determine the meaning of technical words and phrases used in text
E06.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Students need to know:</p> <ul style="list-style-type: none"> ● Informational text ● Word choice ● Context clues ● Literal/Denotative meaning ● Connotative meaning ● Technical meaning ● Figurative or nonliteral meaning (e.g. simile, metaphor, personification, hyperbole) ● Tone 	<ul style="list-style-type: none"> ● Read and reread other sentences paragraphs, and non-linguistic images in the text to identify context clues ● Use context clues to help unlock the meaning of unknown words/phrases ● Determine the appropriate definition of words that have more than one meaning ● Differential between the literal and non-literal meaning ● Identify and interpret figurative language ● Explain how figurative language enhances and extends meaning ● Explain how the impact of specific language choices by the author ● Determine the meaning of words, phrases as they are used in a text, including figurative, connotative, and technical meanings

Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.3.6.C 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.			
Taught in Unit(s)			
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.			
Common Misconceptions			
<div>1. Moral and theme are the same.</div> <div>2. A theme is just the topic of the text and can be one word.</div> <div>3. Any part of the text can be used as evidence.</div> <div>4. I do not need to provide support for my theme.</div> <div>5. Themes only relate to one text.</div> <div>6. Characters and specific information must be included in my theme statement.</div>			
Big Idea(s)		Essential Question(s)	
<div>● Critical readers identify textual evidence to support theme</div> <div>● Readers of fiction understand and identify elements of literature</div> <div>● Effective readers apply close reading strategies to deeply understand and analyze texts</div> <div>● Students connect any type of fiction/nonfiction text to real life, prior experiences, and other texts/media.</div> <div>● In order to demonstrate understanding, students can summarize main events of various texts</div>		<div>● What components of a story do readers extract to determine and support the author’s theme or central idea?</div> <div>● How do readers summarize the central idea of a text?</div> <div>● How does the theme or central idea of what I read relate to my life, other texts and media, and the world around me?</div>	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
A-K.1.1	Demonstrate understanding of key ideas and details in literature.	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 judgments.
A-C.2.1	Demonstrate understanding of craft and structure in literature.	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.
A-C.3.1	Demonstrate understanding of connections within, between, and/or among texts	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.
Concepts (what students need to know)		Skills (what students must be able to do)	
Students need to know: <ul style="list-style-type: none"> - Motifs-can be seen as an image, sound, action, or other figure that has a symbolic significance, and contributes toward the development of a theme (fiction). - How motifs develop the theme (fiction) - A theme is more than one word - The theme in a story is its underlying message, or 'big idea.' - Ask: what critical belief about life is the author trying to convey in the writing of a novel, play, short story or poem? - How to apply evidence to support ideas - How to relate literature to today's world and other texts/media - Elements of an effective summary 		Students must be able to: <ul style="list-style-type: none"> - identify the author's theme and support this with evidence - summarize the central idea of a text - make connections between current texts and other works - distinguish theme from central idea, topic, and moral 	

6th Grade CC.1.3.6.B Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.3.6.B Describe how a particular story 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.			
Taught in Unit(s)			
Unit 2: Author’s Craft: Reading and Writing Literature Unit 3: Analysis and integration of text			
Explanation/Example of the Standard			
Sixth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events. Use questions and prompts such as: <ul style="list-style-type: none">● Can you tell me how the character solved the problem in this story?● Describe how these two characters are the same. How are they different?			
Common Misconceptions			
Some students may believe: <ul style="list-style-type: none">● A Venn diagram is the only way to organize the information; a T-chart is just efficient. http://www.smekenseducation.com/strategies-to-teach-compare-contrast.html● They can add their opinion rather than relying on the facts presented in the text. Comparing and contrasting should remain objective rather than.			
Big Idea(s)		Essential Question(s)	
<ul style="list-style-type: none">● Authors use specific details in a story or drama to describe characters, settings, or events.● Good readers use specific details from a literary text to support their thinking about characters, settings, or events.		<ul style="list-style-type: none">● How does comparing and contrasting story elements help a reader gain understanding of a text?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E05.A-K.1	Key Ideas and Details	E06.A-K.1.1.3	Compare and contrast two or more characters, settings, or events in a story, drama or poem, drawing on the specific details in the text (e.g., how characters interact).
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none">● Literary texts● Key ideas● Important/supporting key details● Story Elements:<ul style="list-style-type: none">○ Plot (e.g., events, climax/turning point, resolution)		<ul style="list-style-type: none">● Identify important, specific details that support key ideas● Identify and describe the plot events in a story or drama, including the beginning, rising actions, climax, falling actions, and conclusion.	

<ul style="list-style-type: none"> ○ Conflict (man vs. man, man vs. self, man vs. nature, etc.) ○ Characters and character roles (hero/villain, major/minor, protagonist/antagonist) ● Drama Elements <ul style="list-style-type: none"> ○ Scene ○ Dialogue ○ Stage directions ● Character traits: description, dialogue, actions, thoughts, how other characters feel about this character 	<ul style="list-style-type: none"> ● Describe or graphically represent characters (traits, thoughts, words, feelings, and actions), including examples from the text regarding their thoughts, feelings, actions, statements, and/or the way other people react/talk about them. ● Identify and describe the setting in a story or drama, specifically the physical location and the time period. Include any progression/changes this setting. ● Classify events as the beginning, rising actions, climax, falling actions, and conclusions.
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Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.3.6.A Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.			
Taught in Unit(s)			
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.			
Explanation/Example of Standard			
Authors indicate key details in literary text which can help a reader ask and answer questions.			
Strategic Readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.			
Strategic Readers respond to a variety of texts by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.			
1. My prior knowledge and personal connections are better than finding new evidence. 2. I cannot infer information based on the text, information can only be pulled word for word.			
Big Idea(s)		Essential Question(s)	
<ul style="list-style-type: none">- Effective reading involves the ability to determine theme using textual support.- Effective reading involves the ability to summarize the central idea using textual support.		<ul style="list-style-type: none">- How does one cite textual evidence correctly to give credit to an author?- How does one make an inference or generalizations?- How does one distinguish between implicit and explicit evidence?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
A-K.1.1	Demonstrate understanding of key idea and details in literature	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.
		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 judgments
		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
Concepts (what students need to know)		Skills (what students must be able to do)	
● Characteristics of an analysis (answering “so what?” “why is this important,”		Students must be able to:	

<p>“how?,” “why?” “what does this support?”</p> <ul style="list-style-type: none"> ● Textual evidence/text support ● Inference ● Prediction ● Authors’ decisions (e.g. word choice, point of view, literary elements, tone, style) ● Critical analysis/judgments ● Generalizations ● Background knowledge ● Explicitly stated information ● Conclusion ● MLA citation ● Quote integration (ICE) ● How to analyze evidence (“requoting” 	<ul style="list-style-type: none"> ● Make, test, and revise predictions as they read ● Make implied inferences about author’s decisions and literary elements in a text. ● Identify/cite appropriate text support for inferences about author’s decisions and literary elements in a text. ● Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have read. ● Make critical or analytical judgments to make generalizations. ● Create self-motivated interpretations of text that are adapted after reading. ● Draw conclusions about characters and events in a text. ● Analyze what the text says explicitly as well as inferentially and cite textual evidence to support the analysis. ● MLA citation ● Quote integration (ICE) ● How to analyze evidence “requoting” ● “CE” <i>citation and explanation/analysis</i> of ICE Quote Integration
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6th Grade ELA Curriculum Map

CV Priority Standard/PA Core Standard	
<p>CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CC.1.4.6.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data conclusions of others while avoiding plagiarism and following a standards format for citation.</p>	
Taught in Unit(s)	
Unit 4	
Explanation/Example of Standard	
<p>Identify valid print and digital sources for credibility and accuracy.</p> <p>Extracting relevant information from various sources to support the inquiry</p> <p>Quoting and paraphrasing while avoiding plagiarism in publications.</p> <p>Follow a standard format for citation.</p>	
Common Misconceptions	
<p>Direct quote is the appropriate way to use word-for-word evidence. Clarification: The majority of the evidence gathered should be in the researcher's own (paraphrased) words when included in the publication. All information gathered from outside sources must have an appropriate citation.</p> <p>Research questions cannot change as the research process unfolds.</p> <p>All sources are credible</p> <p>Google.com is the starting point</p>	
Big Idea(s)	Essential Question(s)
<p>Researchers use multiple sources to find information from both print and digital sources to gather evidence to answer a focus question.</p> <p>Researchers paraphrase evidence found to avoid plagiarizing.</p> <p>Publishers present their finding by utilizing an accepted, standard citation process.</p> <p>Effective researchers use multiple sources to answer questions.</p>	<p>How do we determine the credibility and accuracy of sources used for research?</p> <p>How do critical readers use evidence to support written and spoken assertions?</p> <p>How do we gather relevant information from multiple sources?</p> <p>How do effective writers integrate evidence and information while avoiding plagiarism?</p> <p>How are multiple sources use to validate information?</p> <p>How do researchers refine the focus on their inquiry?</p>
Assessments	
See unit maps for specific assessments.	
Assessment Anchor	Eligible Content

	N/A		N/A
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● How to answer a question using research ● Multiple sources for research ● Appropriate inquiry or topic ● Relevant academic vocabulary (sources, credibility, accuracy, data, conclusions, paraphrase, quote, plagiarism, citation) ● How to gather relevant information from multiple sources ● How to use search terms effectively ● How to assess credibility and accuracy of sources ● How to quote sources ● Why citing sources is important ● How to paraphrase sources ● Why paraphrase sources ● How to follow a standard format for citation (MLA) ● Why we use Modern Language Association (MLA) ● How to avoid academic dishonesty 		<ul style="list-style-type: none"> ● Gather relevant information from multiple sources ● Use search terms effectively ● Assess credibility and accuracy of sources ● Quote data and conclusions ● Paraphrase data and conclusions ● Students must be academically honest ● Follow a standard format for citation (MLA) 	

Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.4.6..S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.			
Taught in Unit(s)			
Units 1,2, and 3			
Explanation/Example of Standard			
Sixth grade students use strategies for reading literary and informational text as they investigate topics: <ul style="list-style-type: none">● When reading literary texts: sixth grade students are required to refer to specific details in the text when finding similarities and differences between two or more characters, settings, or events.● When reading informational text: students at this level give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.			
Common Misconceptions			
Students may believe: <ul style="list-style-type: none">● Referring to the text for specific details is not necessary because they already know the information.● Their opinion is more important than the facts from the text.			
Big Idea(s)		Essential Question(s)	
Effective writing is a coherent and logical communication tool.		<ul style="list-style-type: none">● After reading a text, how does a reader write to a prompt?● What are the key components of a literary response (analysis)?● What are the key components of an informational text response?	
Assessments			
Assessment Anchor		Eligible Content	
E06.E1	Evidence-Based Analysis of Text	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 related ideas are logically grouped to support the writer’s purpose.

E06.E.1.1.2	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	E.06.E.1.1.3	Link ideas within and across categories of information using words, phrases, and clauses (<i>e.g. in contrast, especially</i>)
E.06.E.1.1.4	Use precise language and domain specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E.06.E.1.1.5	Establish and maintain a formal style.
E06.E.1.1.6	Provide a concluding section related to the analysis presented.		
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● An argument is an opinion plus how or why ● Relevant information (e.g. facts, definitions, concrete details, quotations, observations) ● Organizational patterns (e.g. definition, classification, comparison/contrast, and cause/ effect) ● Domain specific (academic) vocabulary from the text ● Style (e.g. formal, informal, specific audience) ● Effective introduction/hook (e.g. one that is separate from the body and presents a thesis argument) ● Linking/Transition words, phrases, clauses ● Character responses to situations ● Description ● Reaction/Response (e.g. Why was this event important? How did the event make you feel?) ● Difference between relevant and irrelevant details ● Sequence of events ● Closure/ending/conclusion ● Literature TDA response: TAG + VERB + How (title, author, genre, plus a verb and a "how?") 		<ul style="list-style-type: none"> ● After reading a grade level text, write a response to a prompt ● Be able to create an argument (opinion plus how or why?) ● Engage the reader with an introduction/hook that presents the topic ● Write a START sentence ● Write a TAG+ Verb+ "how?" sentence ● Group related information logically ● Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic ● Link idea within and across categories and information using words, phrases, clauses ● Use precise language and domain-specific (academic) vocabulary to inform about or explain the topic. ● Quote integration (ICE)- introduce, cite evidence, explain/analyze 	

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|--|--|
| <ul style="list-style-type: none">● Nonfiction TDA response: START sentence (Source, topic, author, “right verb” and topic)● Quote integration (ICE)- introduce, cite evidence, explain/analyze | |
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Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.4.6.G - Write arguments to support claims.			
Taught in Unit(s)			
This concept will be introduced and taught in Unit 3 and used throughout the year in all units.			
Common Misconceptions			
<div>1. If I provide evidence, I do not need to explain or analyze it.</div> <div>2. Counter arguments are not necessary.</div> <div>3. I do not need to cite evidence.</div>			
Big Idea(s)		Essential Question(s)	
<div>- Students can effectively communicate by writing in various formats by organizing ideas, using evidence, and explaining their point</div> <div>- Effective writers organize and express ideas concisely and coherently</div> <div>- Students will become familiar with START to provide structure and to produce more focused and effective paragraphs</div> <div>- Effective writers correctly cite evidence and present an explanation and analysis</div>		<div>- How do effective writers write a strong claim?</div> <div>- How do effective writers support a claim?</div> <div>- How can effective writers find evidence to support a claim?</div> <div>- How can effective writers produce focused paragraphs?</div> <div>- How does a counterargument support a writer’s claim?</div>	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
C.1.1	Write arguments to support claims with clear reasons and relevant evidence.	C.1.1.1	Introduce claim(s) for the intended audience and support the writer’s purpose by organizing the reasons and evidence.
		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.
		C.1.1.3	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
		C.1.1.4	Establish and maintain a formal style.
		C.1.1.5	Provide a concluding section that reinforces the claims and reasons presented.
D.1.1	Demonstrate command of the conventions of standard English grammar and usage	D.1.1.5	Recognize and correct inappropriate shifts in verb tense.

		D.1.1.6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
		D.1.1.7	Correctly use frequently confused words (e.g., to, too, two; there, their, they're)
		D.1.1.8	Ensure subject-verb and pronoun-antecedent agreement.
D.1.2	Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling.	D.1.2.1	Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
		D.1.2.2	Spell correctly.
		D.1.2.3	Use punctuation to separate items in a series.
D.2.1	Use knowledge of language and its conventions	D.2.1.3	Choose words and phrases to convey ideas precisely.
Concepts (what students need to know)		Skills (what students must be able to do)	
Students need to know: <ul style="list-style-type: none"> - The parts of an argument (claim, hook, evidence, support, persuasive techniques, counter argument) - The structure of an argumentative essay (effective introduction, two body paragraphs with support/evidence, one body paragraph with opposing viewpoint and counterargument, and strong conclusion) - Sources as appropriate to topic - Appropriate transitional devices 		Students must be able to: <ul style="list-style-type: none"> - Produce an effective argumentative essay, including claim, evidence, support, counterargument, and strong conclusion, using appropriate persuasive techniques - Use MLA format as appropriate 	

6th Grade CC.1.4.6 B,C,D,E, Curriculum Map

CV Priority Standard/PA Core Standard	
<p>CC.1.4.6.B CC. 1.4.6.C CC.1.4.6.D CC.1.4.6.E</p> <p>Write informative/explanatory (argumentative) writing to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p> <p>a- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition , classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables) and multimedia when useful to aiding comprehension.</p> <p>b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c- Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d- Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e- Establish and maintain a formal style.</p> <p>f- Provide a concluding statement or section that follows from the information or explanation presented.</p>	
Taught in Unit(s)	
<p>This concept will be introduced and taught in Unit 1 and used throughout the year in all units.</p>	
Explanation/Example of the Standard	
<p>Effective writers of informative/explanatory writing (argumentative)develop writing that examine a topic and convey ideas and information clearly.</p> <p>Effective writers use informative/explanatory writing (argumentative) to communicate information related to real-world tasks.</p> <p>Effective writers use model informative/explanatory writing (argumentative) to guide them as they compose their writing.</p> <p>Strong readers and writers write to make meaning of what they read.</p>	
Common Misconceptions	
<p>Some students may believe:</p> <p style="padding-left: 40px;">There is only one correct way to write an informational/argumentative piece</p> <p style="padding-left: 40px;">Organization is not important</p> <p style="padding-left: 40px;">Personal knowledge about a topic or subject is correct.</p>	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Effective writers inform their audience about a topic 	<ul style="list-style-type: none"> ● How do writers plan, organize, and develop and revise their writing? ● How is precise language used to enhance the style of informative/explanatory (analysis) piece?

	● How are effective formatting devices incorporated into informative/ explanatory (analysis) text?	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
E06.C.1 Text Types and Purpose	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 writer’s purpose
	E06.C.1.2.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other informative examples
	E06.C.1.2.3	Use appropriate transitions to clarify the relationships among ideas and concepts
	E.0.6.1.2.4	Use precise language and domain-specific vocabulary to inform about or explain the topic
	E06.1.2.5	Establish and maintain a formal style
	E.0.6.1.2.6	Provide a concluding section that follows from the information or explanation presented.
Concepts (what students need to know)	Skills (what students must be able to do)	
Students need to know: <ul style="list-style-type: none">● Informative/explanatory writing (argumentative)● Topic● Relevant information (e.g. facts, definitions, concrete details, personal experiences, quotations, observations, interviews)● Organizational patterns● Formatting devices (heading)● Graphics (charts, tables)● Domain-specific vocabulary● Style (formal, informal)● Primary sources● Secondary sources● Effective introduction including hook● Awareness of audience● Transition words	Students must be able to: <ul style="list-style-type: none">● Select an interesting yet manageable, subject for writing or one that meets the requirements of the assignment.● Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples<ul style="list-style-type: none">- differentiating between relevant and irrelevant information- addressing the needs of the audience- generating new ideas and/or perspectives- avoiding plagiarism	

<ul style="list-style-type: none"> ● Effective conclusion that moves beyond the summary (e.g. answers the “so what?” question about the significance of the issue/topic/argument. 	<ul style="list-style-type: none"> - selecting and organizational pattern appropriate for the topic and purpose <p>Select an appropriate writing form</p> <p>Write informative/explanatory (Argumentative) writing to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by</p> <ul style="list-style-type: none"> - engaging the reader with an introduction/hook that presents the topic clearly - introducing the topic clearly - organizing ideas, concepts, and information using strategies such as definition, classification, cause/effect, and comparison/contrast - addressing the needs of the audience - developing topic with relevant information (e.g. facts, definitions, concrete details, personal experiences, quotations, observations, interviews) - appropriate transition words - precise language - domain specific language - establishing and maintaining formal style - Effective conclusion that moves beyond the summary (e.g. answers the “so what?” question about the significance of the issue/topic/argument.

Curriculum Map

CV Priority Standard/PA Core Standard
<p>(W.6.1)- CC. 1.4.6.H CC. 1.4.6.I CC. 1.4.6.J</p> <p>Write arguments to support claims with clear reasons and relevant evidence</p> <ul style="list-style-type: none"> - Write arguments to support claims - Introduce and state opinions on a topic - Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. - Organize the claim(s) with clear reasons and evidence clearly - clarify relationships among claim(s) and reasons by using words, phrases, and clauses - provide a concluding statement or section that follows from the argument presented. - establish and maintain formal style - provide a concluding statement or section that follows from the argument presented
Taught in Unit(s)
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.
Explanation/Example of the Standard
<p>Sixth grade students should write argumentative and analytical pieces that clearly state their argument/claim/assertion (opinion + Verb+ How/Why?) Students need to understand that an argument consists of an opinion and a verb and reasoning (How or Why?). Arguments should include: Title, Author, genre (TAG) when writing about fictional texts and Subject, Title, Author, “right verb,” and Topic (START) when writing about informational texts.</p> <p>Six grade writers should avoid personal pronouns and write in the present tense.</p> <p>Six grade students need to engage in behaviors (turn and talk, literature circles, Socratic Seminars, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need to purposefully focus on choice-making throughout ELA. For example, sixth grade students need to be able to choose precise (academic) vocabulary and to explain their thinking about a topic using paraphrased/ text-based evidence and/or prior knowledge.</p> <p>Six grade writers are required to include an argument and to integrate their quotations (using I.C.E.- introduce the quote, cite the quote, and explain/analyze the quote) along with providing a concluding statement or section that supports the argument.</p> <p>Six grade writers will develop formal strategies for introducing concepts/arguments/claims. A general opening statement that this topically or thematically connected to the argument. Students should conclude their thoughts using summary statements.</p>

Common Misconnections			
<ul style="list-style-type: none">● When writing, authors always have one distinct audience or one distinct purpose● An argument is just an opinion● Analysis is the same as paraphrasing the evidence			
Big Idea(s)		Essential Question(s)	
Effective argumentative writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position. Effective writers use model/examples texts to guide them as they draft their own argumentative pieces.		<ul style="list-style-type: none">● How do writers clearly introduce a topic and create an argument?● How do writers ICE a paragraph?● Why is it important for a writer to keep her intended audience in mind while crafting her writing?● How do writers use facts and details from credible sources to support arguments?● How do writers organize their ideas to support their arguments?● How does proper use of conventions assist a writer in the development of her writing?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E06.C.1	Text Types and Purposes	E06.C.1.1.1.	Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
		E06.C.1.1.2	Provide logically ordered reasons that are supported by facts and details
		E.0.6.1.1.5	Provide a concluding section related to the opinion presented.
Concepts (what students need to know)		Skills (what students must be able to do)	
Students need to know: <ul style="list-style-type: none">● Argument and Analysis● Argument = an opinion + verb+ how/why?-- example: <i>Lemonade is the healthiest juice to drink because it is a great source of vitamin C.</i>		Students must be able to: <ul style="list-style-type: none">● Create an argument● ICE (integrate) a quote● Select an opinion/position● Use primary and secondary sources to locate, sort, and select reasons based on	

<ul style="list-style-type: none"> ● Difference between relevant and irrelevant ● Opinion vs. argument ● Reasons (claims, support) ● Evidence ● Logical argument ● Primary sources ● Secondary sources ● Effective argumentative (persuasive) techniques ● Effective introduction ● Logical order of supporting reasons (e.g. weakest to strongest argument) ● Awareness of audience ● Organizational pattern/structure ● Organizational pattern/structure ● Linking/transitional words ● Effective rhetorical devices ● Strategies for dealing with opposing point of view ● How to avoid unsupported reasons ● Effectively write a conclusion statement (one that provides a call to action/next step or answers the “so what?” question, moves beyond summary. 	<p>facts, examples, and/or evidence for both sides</p> <ul style="list-style-type: none"> ● Select the appropriate writing format ● Introduce a topic/argument ● Use linking/transition words that show relationships ● Creating an argument/claim that has an opposing viewpoint ● Write arguments to support claim/s with clear reasons and relevant evidence by: <ul style="list-style-type: none"> - introducing claim - supporting claim with logical reasoning and relevant evidence, using accurate and credible sources - using words, phrases, varied syntax to link the major sections of text <p>Establishing and maintaining a formal, consistent, and appropriate style.</p>
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Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.5.6.D 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.			
Taught in Unit(s)			
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.			
Common Misconceptions			
1. Preparation is not important for effective oral presentations. 2. Eye contact and clear verbal skills are not important if it is not a formal presentation.			
Big Idea(s)		Essential Question(s)	
- Students will present information formally and inform audience of facts/information clearly - Students can effectively and respectfully communicate during an in-class/online discussion by responding to others and being open-minded		- What are the skills necessary for presenting information to an audience? - How do speakers coherently present claims and findings? - Why is it important to prepare for an in-class/online discussion?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
	This is not a state-assessed item.		
Concepts (what students need to know)		Skills (what students must be able to do)	
Students need to know: - Claims / findings - Logical presentation - Pertinent descriptions, facts, details - Main ideas / themes - Effective communication to an audience - “Habits of discussion”		Students must be able to: - demonstrate maturity and proper demeanor - make/maintain appropriate eye contact - use/maintain adequate volume - use clear pronunciation - organize information logically for audience comprehension	

Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.5.6.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.			
Taught in Unit(s)			
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.			
Common Misconceptions			
<div>1. I can participate in a group discussion by just listening attentively.</div> <div>2. I don’t need to prepare ahead of time to participate in a group discussion.</div>			
Big Idea(s)		Essential Question(s)	
<div>- Students can effectively and respectfully communicate during an in-class/online discussion by responding to others and being open-minded</div> <div>- Students will present clear, appropriate information formally or informally in various activities</div>		<div>- How can students effectively react and respond to students in in-class/online discussions?</div> <div>- How can I engage in a collaborative discussion (in-class and online) effectively?</div> <div>- How can I use other’s ideas to fortify my understanding of a text?</div> <div>- How can students be receptive to other viewpoints, opinions, and ideas?</div>	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
	This is not a state-assessed item.		
Concepts (what students need to know)		Skills (what students must be able to do)	
<div>Students need to know:</div> <div><div>- How to be an active listener</div><div>- How to communicate effectively</div><div>- How to work collaboratively</div><div>- How to respectfully respond to others</div><div>- A range of collaborative discussions</div><div>- On grade level topics</div><div>- Communication “soft skills” (habits of discussion)</div><div>- Socratic Seminar</div><div>- How to identify relevant evidence that supports their claims</div></div>		<div>Students must be able to:</div> <div><div>- Speakers are able to engage in collaborative discussions concerning relevant information and build on others’ ideas while maintaining clarity.</div><div>- Listen and be receptive to other viewpoints, opinions, and ideas</div><div>- Respond to others with maturity and respect</div><div>- Collaborate and discuss with others to reach a new level of understanding about a particular topic</div><div>- Make eye contact as people talk</div><div>- Engage in extended discussion when questions/opportunities arise</div><div>- Build on the ideas of others</div><div>- Question peers</div><div>- Listen</div><div>- Use relevant evidence to support claims</div></div>	

	<ul style="list-style-type: none"> - Acknowledge new information expressed by others and, when warranted, modify their own views. - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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