

<p><b>Sixth Grade</b></p>	<p><b>Marking Period 1 : Ideas / Conventions, Story Elements, Mystery</b></p>
<p><b><u>Essential question:</u> What is the Mystery of Sixth Grade?</b></p>	<p><b><u>Key Ideas:</u> Classroom Procedures Notebook Set-up Genre Study Story Elements Revealers Mystery Writing Trait: ideas / Conventions</b></p>

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**STANDARDS**

<p>RL.6.9- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline/specific tasks, purposes, and audiences.</p> <p>L.6.2 (b)- Spell correctly.</p> <p>SL.6.2- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4- 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.</p> <p>SL.6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>RL.6.9- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>RL.6.2- Determine a theme or central idea of a text and how it conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.5 and RI.6.5- 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.</p> <p>RL.6.6- Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.3- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples of anecdotes).</p> <p>RI.6.6- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RL.6.3- Describe how a particular stories' or dramas' plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution</p>
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SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

W.6.1 (a)- Introduce claim(s) and organize the reasons and evidence clearly.

W.6.2- Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2 (c)- Use appropriate transitions to clarify the relations among the ideas and concepts.

W.6.2 (f)- Provide a concluding statement or section that follows the information or explanation presented.

W.6.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.10- Write routinely over extended time frames and shorter time frames for a range of disciplines/specific tasks, purposes, and audiences.

RL.6.5- 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.

W.6.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

W.6.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.6.3 (a)- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3 (b)- Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.6.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

L.6.3 (a)- Vary sentence patterns for meaning, reader/listener interest, and style

Curriculum Mapping, Alignment, and Analysis  
 Rockford Public Schools

Time Frame	Key Terms	Suggested Activities	Suggested Resources
<p><b>Weeks</b> 1-2</p>	<p>Genre            Poetry            Biography/Memoir            Realistic Fiction            Historical Fiction            Mystery            Fantasy            Science Fiction            Traditional Literature            Graphic Novels            Informational Text</p>	<p><b>Get to know you/procedures</b></p> <ul style="list-style-type: none"> <li>• Vocabulary/Spelling</li> <li>• Classroom Routines</li> <li>• Introduce yourself to class</li> <li>• Capturing Kids Hearts</li> </ul> <p><b>Interactive Journals Set Up (Reading and Writing)</b></p> <ul style="list-style-type: none"> <li>• Cover journals (Reading journal is covered with scrapbook paper and the writing journal is a collage)</li> <li>• Label pages</li> <li>• Reading Tabs (7 Pages for intro activities, What I am Learning, Reading Together, and Independent Reading)</li> </ul> <p><b>Genre Study (40 Book Goal)</b></p> <ul style="list-style-type: none"> <li>• Quick overview of Genre (1-2 days)</li> <li>• Procedures (Conferencing, journaling, and silent reading)</li> <li>• Work through each genre</li> </ul> <p><b>Reading Tab: Independent Reading</b></p> <ul style="list-style-type: none"> <li>• "Choosing the Perfect Book"</li> <li>• Books Record Sheet</li> <li>• Genre Requirement Chart</li> <li>• "Books I Want to Read"</li> <li>• Book Talks</li> </ul>	<p>Novels: Student Choice</p> <p>Book Whisperer (Donolyn Miller)</p> <p>Teacher sample notebooks</p> <p>Genre foldables</p> <p>Student Composition Notebooks</p> <p>Colored Paper</p> <p>Glue</p> <p>Scissors</p> <p>Magazines</p>

Standards: RL.6.9, RL.6.10, W.6.10, L.6.2 (b), SL.6.2, SL.6, SL.6.4, SL.6.6,

Time Frame	Key Terms	Suggested Activities	Suggested Resources
<p align="center"><b>Week 3</b></p>	<p align="center">           Informational Text            Paragraph            Transitions            Evidence            Chronological Order            Audience            Author's Purpose         </p>	<p align="center"><b>"Reading in My Life" Tab in Reading Journal</b></p> <p>Day 1: "I Read Because" (10 reasons to read to set the stage)</p> <p>Day 2: "My Favorite Picture Book" (1st informational writing piece, teach "6th grade paragraph)</p> <p>Day 3: Reading Timeline (chronological order - help with transitions)</p> <p>Day 4: Last 10 books I have read and what they say about me as a reader (informational writing, using evidence)</p> <p>Day 5: Who I Am as a Reader and my goals for this year</p>	<p align="center">           Computer Lab            (Day 2 and 3)             Colored Paper             Stickers             Glue Sticks             Scissors         </p>
<p align="center"><b>Week 4</b></p>	<p><b>Mystery Elements:</b></p> <ul style="list-style-type: none"> <li>• Alibi</li> <li>• Deductive reasoning</li> <li>• Evidence</li> <li>• Inductive reasoning</li> <li>• Inference</li> <li>• Investigator</li> <li>• Mystery</li> <li>• Problem solving</li> <li>• Red herring</li> <li>• Sleuth</li> <li>• Suspect</li> <li>• Victim</li> <li>• Witness</li> </ul>	<p><b>Mystery Introduction (3 Days):</b></p> <ul style="list-style-type: none"> <li>• Key genre vocabulary</li> <li>• Questioning (Comprehension Toolkit Book lesson using <i>The Mary Celeste</i> - combine lessons 7 &amp; 8)</li> </ul> <p><b>Whole Class Read (2 Days):</b></p> <ul style="list-style-type: none"> <li>• Read and analyze together while applying mystery vocabulary</li> </ul>	<p align="center">           Comprehension Tool            Kit  <i>Mary Celeste</i>   <b>Individual Reading:</b>  <i>Mystery Choice Book</i>             Whole-Class            Mystery Book            (Suggestion:  <i>Hounds of Baskerville Graphic Novel</i>)             Mystery Graphic            Organizers         </p>

Standards: W.6.1 (a), W.6.2, W.6.2 (c), W.6.2 (f), W.6.4, W.6.10

Time Frame	Key Terms	Suggested Activities	Suggested Resources
<p>Weeks 5-6</p>	<p>Characters Personality Traits Plot Introduction Rising Action Climax Falling Action Conclusion Setting Point of View (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> limited, 3<sup>rd</sup> omniscient) Theme</p>	<p><b>Revealers:</b></p> <ul style="list-style-type: none"> <li>• Read and do "Fictional Story Elements" flap book: <ul style="list-style-type: none"> <li>○ Characters</li> <li>○ Plot</li> <li>○ Setting</li> <li>○ Point of View</li> <li>○ Theme</li> </ul> </li> <li>• Bullying Curriculum</li> </ul>	<p><b>Novels:</b> The Revealers</p> <p>Suggested: Lesson plan for flap book</p> <p>Suggested: Mystery MEAP Revealers Unit</p>
<p>Standards: RL.6.5, W.6.2, RL.6.9</p>			

<p><b>Weeks 7-8</b></p>	<p><b>6 Traits Ideas</b></p>	<p><b>Writing/6 Traits Focus: IDEAS</b>  <b>Suggestions (Choose Three):</b>          "Ideas Baby" Video          Heart Map          I Am          Fierce Wonderings          Write From A Picture          Write From A Map          Write From Your Name          Lists          Write From a Picture Book          Write From Your Cover          What If..." (Shel Silverstein)          3x3</p> <ul style="list-style-type: none"> <li>• Writing Project: Narrow Your Idea (Anderson's Pizza Metaphor, p.43)</li> <li>• Narrow Your Scope (Anderson's Ladder Metaphor, p. 46)</li> <li>• Add house metaphor to front inner cover of writer's notebook (add in ideas)</li> </ul> <p><b>Mystery connections (writing):</b></p> <ul style="list-style-type: none"> <li>• Write a mystery</li> <li>• 1 minute mysteries (Inference, tie-in to 5 elements)</li> <li>• Jabberwocky (Write from poetry)</li> <li>• Harris Burdick (Write from a picture)</li> </ul>	<p>Ideas Folder on the R-Drive</p> <p>The Mysteries of Harris Burdick (All pictures found on R-Drive)</p> <p>Jabberwocky</p> <p><i>10 Things Every Writer Needs to Know</i> (Jeff Anderson)</p>
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Standards: W.6.3, W.6.3 (a), W.6.3 (b), W.6, W.6.10

Time Frame	Key Terms	Suggested Activities	Suggested Resources
<p><b>Week 9</b></p>	<p>Sentence Comma Series</p>	<p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• Sentence Smack Down</li> <li>• Commas in a Series</li> </ul> <p>Connect grammar focus to ideas pieces</p> <p>If time permits: continue mysteries or begin an idea piece</p>	<p>Jeff Anderson <i>Mechanically Inclined</i></p>

Standards: L.6.2, L.6., L.6.3 (a)