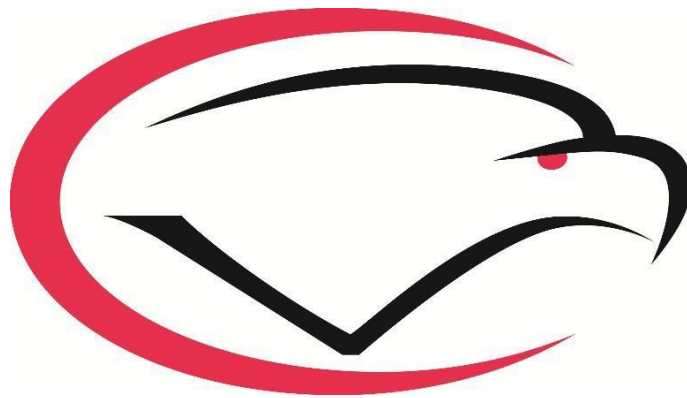


Secondary Curriculum Maps



Cumberland Valley School
District

Soaring to Greatness, Committed to
Excellence

Grade 6 Academic
Literature/Reading

Grade: 6				SUBJECT
Unit	Timeline	Topics	Priority Standard	Secondary Standard
Central Idea of a Text	1st Marking	<p>Different texts require different digital sources; assess the credibility of each source; and quote or reading (before, during, after) informational text on grade level, reading independently and proficiently.</p> <p>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. Determine author's or judgments.</p> <p>reading standards for literature and literary nonfiction.</p> <p>Identify textual central idea says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>Identify textual evidence to support reading and content, choosing flexibly from a range of unknown words</p>	<p>CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or reading (before, during, after) informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level central idea reading standards for literature and literary nonfiction.</p> <p>CC.1.2.6.B Cite textual evidence to support analysis of what says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>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</p> <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level meaning of reading and content, choosing flexibly from a range of unknown words strategies and tools.</p>	
Priority Standards				
		<p>CC.1.2.6.L Read and comprehend literary nonfiction and Author's Point of View</p> <p>CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>informational text on grade level, reading independently and proficiently.</p>	
Evaluating Author's Argument	2nd Marking	<p>CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p> <p>Author's Argument</p> <p>CC.1.2.6.I Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p> <p>CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>Determine the based on grade-level reading and meaning of content, choosing flexibly from a unknown words range of strategies and tools.</p>		

	3rd Marking	<p>Read and comprehend literary nonfiction and informational text CC12L on grade level, reading independently and proficiently. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from CC13B the text. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and CC13I content, choosing flexibly from a range of strategies and tools. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading CC14S standards for literature and literary nonfiction.</p>
	4th Marking	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for CC14W sources. Engage effectively in a range of collaborative discussions, on grade- level topics, texts, and issues, building on others' ideas and CC15A expressing their own clearly. Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims CC15B not supported by factual evidence.</p>

Curriculum Map

CV Priority Standard/PA Core Standard	
CC.1.5.6.B	
Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.	
Taught in Unit(s)	
Explanation/Example of Standard	
Common Misconceptions	
If a speaker sounds good, they're probably right.	
All evidence is as sound as other evidence.	
Big Idea(s)	Essential Question(s)
<p>Critical readers use evidence to support written and spoken assertions.</p> <p>Critical readers and thinkers collaborate with peers to engage in purposeful discussion.</p>	<p>How do we evaluate a speaker's argument?</p> <p>How do critical readers use evidence to support written and spoken assertions?</p> <p>How do critical readers collaborate with peers to engage in purposeful discussion?</p>
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"> ● Relevant academic vocabulary (speaker, claim, evaluate, reliability of reasoning, relevance, evidence) ● How to actively listen to a speaker ● How to identify a speaker's claim ● How to evaluate a speaker's argument ● How to evaluate a speaker's use of evidence to support his/her claim 	<ul style="list-style-type: none"> ● Actively listen to a speaker ● Identify a speaker's claim ● Evaluate the speaker's claim ● Evaluate the reliability of the speaker's reasoning ● Evaluate the relevance and sufficiency of the speaker's evidence

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)	
Explanation/Example of Standard	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
Critical readers and thinkers collaborate with peers to engage in purposeful discussion.	How do we engage in a collaborative discussion?
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"> ● Relevant academic vocabulary (discussion, collaborative, discuss, express) ● How to actively listen to peers ● How to express own ideas clearly ● How to discuss a variety of grade-level topics, texts, and issues ● Habits of Discussion 	<ul style="list-style-type: none"> ● Engage effectively in a collaborative discussion ● Build on others' ideas ● Express own ideas clearly ● Discuss a variety of grade-level topics, texts, and issues ● Use evidence to support assertions/thoughts/comments ● Respectfully disagree ● Habits of Discussion

Curriculum Map

CV Priority Standard/PA Core Standard	
CC.1.4.6.W	
<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.</p>	
Taught in Unit(s)	
Explanation/Example of Standard	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
<p>The research process involves gathering and evaluating sources.</p> <p>Critical readers use evidence to support written and spoken assertions.</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>
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"> ● 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)	
Explanation/Example of Standard	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
<p>The research process involves gathering and evaluating sources.</p> <p>Critical readers use evidence to support written and spoken assertions.</p>	<p>How do I draw evidence from sources to support an analysis?</p> <p>What are the best strategies to use when conducting research?</p> <p>How do critical readers use evidence to support written and spoken assertions?</p> <p>How does research inform my opinions?</p>
Assessments	
Assessment Anchor	Eligible Content
E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	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 ideas are logically grouped to support the writer’s purpose.
	E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
	E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.
	E06.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.
	E06.E.1.1.5 Establish and maintain a formal style.
	E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Relevant academic vocabulary (evidence, literary, informational, analysis, reflection, research) ● How to identify evidence that supports analysis, reflection, or research ● Grade-level reading standards for literary and informational texts. ● How to share information from research. 	<ul style="list-style-type: none"> ● Draw evidence from literary or informational texts that supports analysis, reflection, research. ● Identify evidence that supports analysis, reflection, research. ● Apply grade-level reading standards for literary and informational texts. ● Share information from research.

Curriculum Map

CV Priority Standard/PA Core Standard	
CC.1.3.6.1	
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)	
Explanation/Example of Standard	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
Apply various strategies to determine the meaning of unknown words.	How do we apply various strategies to determine the meaning of unknown words?
Assessments	
Assessment Anchor	Eligible Content
E06.A-V.4.1	Demonstrate understanding of vocabulary and figurative language in literature.
	<p>E06.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. 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., audience, auditory, audible).</p> <p>E06.A-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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Various strategies to determine the meaning of unknown words. ● Root words ● Prefixes/Suffixes (Affixes) 	<ul style="list-style-type: none"> ● Apply context clue strategies ● Break down a word based on affixes/root words

- How punctuation (comma splice) impacts a sentence
- Sentence syntax
- Parts of speech

- Apply knowledge of conventions of language

Curriculum Map

CV Priority Standard/PA Core Standard	
CC.1.3.6.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	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
Applying before, during, and after reading strategies enhances the understanding of text.	How do good readers use evidence to support written and spoken assertions?
Critical readers use evidence to support written and spoken assertions.	How can I use evidence to support written and spoken assertions?
Reading is critically important to everyday life.	How do I determine which evidence most strongly supports an analysis of the text?
Assessments	
Assessment Anchor	Eligible Content
E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	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 judgments.
	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 toward a resolution.
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Determine what the text says (how to paraphrase text). ● What questions to ask in order to make an inference. 	<ul style="list-style-type: none"> ● cite text evidence that supports analysis ● make inferences/draw conclusions ● make generalizations

- How to make inferences (using prior knowledge and text to support them)
- how to make generalizations/find the gist
- how to identify evidence that supports their analysis

- Validate inferences by using evidence and prior knowledge

Curriculum Map

CV Priority Standard/PA Core Standard	
CC.1.2.6.L	
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	
Taught in Unit(s)	
Explanation/Example of Standard	
Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
<p>Different texts require different approaches to reading.</p> <p>Applying before, during, and after reading strategies enhances the understanding of text.</p> <p>Reading is critically important to everyday life.</p>	<p>What's the difference between reading fiction and nonfiction text?</p> <p>What are strategies that critical readers using before, during, and after reading a text?</p> <p>Why is reading important outside of school?</p>
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"> ● Text features ● Text structure ● The difference between fiction/non-fiction ● Literacy knowledge (print concepts, genres, etc.) ● Background knowledge of the text ● Vocabulary knowledge ● Language structures (syntax, semantics) 	<ul style="list-style-type: none"> ● Read and comprehend grade level informational texts ● (Apply) Fluent execution and coordination of word recognition and text comprehension

Curriculum Map

CV Priority Standard/PA Core Standard		
CC.1.2.6.K		
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)		
Explanation/Example of Standard		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies		
Common Misconceptions		
Students don't take time to figure out meaning of vocabulary words, or that they need to use strategies such as context clues or word parts to figure out new words.		
Big Idea(s)	Essential Question(s)	
Apply various strategies to determine the meaning of unknown words. Applying before, during, and after reading strategies enhances the understanding of text.	What is the difference between synonym and antonym? Why is it important to recognize a multiple-meaning word while reading? How can I figure out the meaning of unknown words?	
Assessments		
Assessment Anchor	Eligible Content	
E06.B-V.4.1	<p>Demonstrate understanding of vocabulary and figurative language in informational texts.</p>	<p>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. 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., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text.</p>
		<p>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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. 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)
<p>Understand the difference between synonym and antonym</p> <p>How to use context clues to figure out unknown words</p> <p>How to recognize a prefix and/or suffix and how it changes the meaning of word</p> <p>Words can have more than one meaning depending on how the word is used in a sentence.</p>	<ul style="list-style-type: none"> -Determine which word is the better synonym or antonym of a given vocabulary word. -Apply context clues to figure out meaning of unknown words. -Determine the definition of multiple-meaning words. -Identify an affix (prefix/suffix) and how the word meaning has changed.

Curriculum Map

CV Priority Standard/PA Core Standard		
CC.1.2.6.1		
Examine how two authors present similar information in different types of text.		
Taught in Unit(s)		
Explanation/Example of Standard		
Common Misconceptions		
Big Idea(s)	Essential Question(s)	
<p>Different texts require different approaches to reading.</p> <p>Applying before, during, and after reading strategies enhances the understanding of text.</p> <p>Reading is critically important to everyday life.</p>	<p>How do we compare texts that discuss similar topics?</p> <p>How do different texts use the same information differently?</p> <p>How do we apply before, during, and after reading strategies enhance understanding of the text?</p> <p>How do critical readers use evidence to support written and spoken assertions?</p>	
Assessments		
Assessment Anchor	Eligible Content	
E06.B-C.3.1	<p>Demonstrate understanding of connections within and/or among informational texts.</p>	<p>E06.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).</p>
		<p>E06.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).</p>
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● Relevant academic vocabulary (evaluate, argument, reasoning, evidence, compare, contrast) ● How to compare two texts ● How to evaluate the argument in a text 	<ul style="list-style-type: none"> ● Compare and contrast different texts ● Evaluate the argument in a text ● Determine whether the reasoning is sound ● Determine whether the evidence is relevant 	

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|---|--|
| <ul style="list-style-type: none">● How to determine whether reasoning is sound● How to determine whether evidence is relevant | |
|---|--|

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)	
Explanation/Example of Standard	
Follow an argument to examine how the author develops it throughout the text, assessing specific claims to determine their quality and the degree to which they are (or are not) supported by reasons and evidence.	
Common Misconceptions	
<p>Students may think an argument is persuasive in nature.</p> <p>Students may have confusion about the meaning of the term "claim".</p> <p>Students may think an opinion is a claim.</p>	
Big Idea(s)	Essential Question(s)
<p>Critical readers use evidence to support written and spoken assertions.</p> <p>Applying before, during, and after reading strategies enhances the understanding of text.</p> <p>Reading is critically important to everyday life.</p>	<p>What argument and claim does this text make?</p> <p>Which claims are supported by reasons and evidence, and which are not?</p> <p>Which criteria should be applied when evaluating the argument and claim?</p>
Assessments	
Assessment Anchor	Eligible Content
E06.B-C.3.1	E06.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).
	E06.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)
<ul style="list-style-type: none"> ● Relevant academic vocabulary (argument, evidence, reasoning, claim) ● Structure of an argumentative text ● How to determine an author's argument ● How to determine whether an argument is sound/relevant 	<ul style="list-style-type: none"> ● Determine an author's argument ● Evaluate the argument and claims made ● Assess whether the reasoning is sound ● Identify author's supporting evidence ● Determine whether the evidence is relevant

- How to determine whether evidence is relevant

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Curriculum Map Academic Literacy

CV Priority Standard/PA Core Standard	
CC.1.2.6.D	
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
Taught in Unit(s)	
Explanation/Example of Standard	
6th graders should be able to assess how point of view or purpose shapes the content and style of a text.	
Students should be able to infer the author's point of view or objective, describing the techniques used to express his or her perspective and purpose in the text.	
Common Misconceptions	
Author's POV is also the narrator's POV, Author's purpose and POV are the same, Author's POV is only 1st person, 2nd person, 3rd person limited, 3rd person omniscient	
Big Idea(s)	Essential Question(s)
Different texts require different approaches to reading.	What is the subject of this text?
Applying before, during, and after reading strategies enhances the understanding of text.	What is the author's point of view or purpose regarding this subject?
Reading is critically important to everyday life.	What techniques or devices does the author use to develop the point of view or achieve this purpose?
Assessments	
Assessment Anchor	Eligible Content
E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.	E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.
	E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● How to determine an author's point of view 	<ul style="list-style-type: none"> ● Identify an author's point of view ● Identify an author's purpose

- How to determine an author's purpose
- How to identify conflicting viewpoints
- Understand the structure of argumentative writing

- Identify conflicting viewpoints
- Identify evidence used to support the conflicting viewpoint

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 a text.	
Taught in Unit(s)	
Explanation/Example of Standard	
Explain in detail how the author introduces, illustrates, or develops a relevant character, incident, or idea in a text or passage.	
Common Misconceptions	
Reading is boring and students will not use the skills in any other class or outside of school. If a student can read a passage, they don't need to develop any other skills.	
Big Idea(s)	Essential Question(s)
<p>Applying before, during, and after reading strategies enhances the understanding of text.</p> <p>Critical readers use evidence to support written and spoken assertions.</p> <p>Reading is critically important to everyday life.</p>	<p>How can I become a more critical reader?</p> <p>How can I use evidence to support my assertions after reading?</p> <p>Why is reading important outside of school and in real life?</p>
Assessments	
Assessment Anchor	Eligible Content
E06.B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.
	E06.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.
	E06.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.
	E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a 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>-prior knowledge</p> <p>-how to connect current text to previously read texts</p> <p>-what parts of a text lend themselves to connections</p>	<p>-text to text connections</p> <p>-text to self connections</p> <p>-text to world connections</p> <p>Identify steps or sequence in a text's description process.</p>

<p>How does an author describe different details in a passage? Difference between relevant and irrelevant details</p>	<p>Identify how a detail has changed throughout the text.</p>
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Curriculum Map Academic Literacy

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	
6th grade students will need to be able to use text evidence as well as their background knowledge to draw inferences.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
Critical readers use evidence to support written and spoken assertions.	How do good readers use evidence to support their ideas?
Reading is critically important to everyday life.	What are some of the most important life reading experiences?
Assessments	
Assessment Anchor	Eligible Content
E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	E06.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.
	E06.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.
	E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● how to identify text evidence that supports their analysis ● how to paraphrase text ● how to make inferences (using prior knowledge and text) ● how to make generalizations/find the gist 	<ul style="list-style-type: none"> ● cite text evidence that supports their analysis ● make inferences ● make generalizations ● draw conclusions

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Curriculum Map Academic Lit (Reading Grade 6)

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)	
Explanation/Example of Standard	
6th graders must identify a central idea of an informational text and how it is conveyed through particular details; provide an objective summary of the text without personal opinions or judgments.	
Common Misconceptions	
Some students may believe: -They must quote directly from the text instead of paraphrasing when writing summaries. -State the main idea; however they do not provide details from the passage to support the main idea. -More is better -Opinion matters	
Big Idea(s)	Essential Question(s)
Applying before, during, and after reading strategies enhances the understanding of text. Critical readers use evidence to support written and spoken assertions. Reading is critically important to everyday life.	How does one apply before, during and after reading strategies to a non-fiction passage? How does a good reader pull out details from a passage. Why is reading important? How does writing a summary to demonstrate comprehension?
Assessments	
Assessment Anchor	Eligible Content
E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	E06.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.
	E06.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.
	E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).
Concepts	Skills

(what students need to know)	(what students must be able to do)
<ul style="list-style-type: none"> ● Relevant academic vocabulary (summary, central idea, supporting details, objective) ● How to write a summary ● How to determine the central idea ● How to analyze the central idea's relationship to supporting details. 	<ul style="list-style-type: none"> ● Determine central idea ● Provide objective summary ● Analyze the development of an idea throughout the text ● Analyze central idea's relationship to supporting details ● Identify supporting details