

## Grade 6 On-Grade Level Reading Curriculum Guide

Standards & Tasks	<p><b>Reading Instructional Focus</b></p> <ul style="list-style-type: none"> <li>• Incorporate standards from all clusters into lessons.</li> <li>• Introduce article mapping including how to identify the central idea of a text as well as how the idea is developed in a text.</li> <li>• Introduce context clues and other strategies to determine the meaning of words as they are used in a text.</li> <li>• Explicitly teach planning and short response for writing and language standards.</li> </ul>	<p><b>Teacher Checklist</b></p> <ul style="list-style-type: none"> <li>✓ Create standards-based scales that align to the lessons.</li> <li>✓ Communicate learning goals and targets to students daily.</li> <li>✓ Develop lesson plans using <i>Teengagement</i> curriculum to incorporate questions from all informational reading clusters appropriately.</li> <li>✓ Implement Culturally Responsive (CRI) strategies (see Lesson Plan Resources on One Note).</li> <li>✓ Create and implement engaging discussion, reading, and review lessons.</li> <li>✓ Collaborate with Language Arts teacher(s) to provide aligned writing instruction and support.</li> </ul>
Text & Tasks	<p><b>Curriculum Resources</b></p> <p><b><u>Teengagement Units</u></b></p> <ul style="list-style-type: none"> <li>• Believe</li> <li>• Animated Lessons</li> <li>• Wildlife Warriors</li> <li>• True Superheroes</li> <li>• King of the Monsters</li> </ul> <p><b><u>Literary Text</u></b></p> <ul style="list-style-type: none"> <li>• Common Lit (Ex. Road Not Taken)</li> <li>• NewsELA</li> <li>• Texts &amp; Lessons</li> <li>• Core Connections Lessons</li> </ul> <p><b><u>Teengagement Assessment Accelerators</u></b></p> <ul style="list-style-type: none"> <li>• STEM, Humanities, and Literature texts</li> <li>• January – April Calendar on One Note</li> </ul>	<p><b>Teacher Checklist</b></p> <ul style="list-style-type: none"> <li>✓ Access and plan using resources in One Note.</li> <li>✓ Explicitly teach students how to identify the central idea of a text as well as how the idea is developed in a text.</li> <li>✓ Explicitly teach students how all informational reading standards create an understanding of the text.</li> <li>✓ Set expectations for short and synthesis task responses.</li> <li>✓ Create and implement a system for students to track standards progress on Performance Matters assessments.</li> <li>✓ Differentiate instruction through flexible grouping for standards-based instruction and question analysis.</li> </ul>

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<p style="text-align: center;"><b>Quarter 1</b> <b>August 14 – October 11</b></p>	<p><b><u>Reading Inventory</u></b>  <b>Administered by:</b> Language Arts teacher            Cycle 1            Aug. 19- Sept. 5, makeups Sept. 9 - 11</p> <p><b><u>Performance Matters</u></b>            Teengagement Unit Texts:</p> <ul style="list-style-type: none"> <li>• Believe “Road Not Taken”</li> <li>• Animated Lessons “Treasured Tales, Timeless Truths”</li> <li>• Animated Lessons “Bringing Character to Life”</li> </ul>	<p style="text-align: center;"><b><u>Teacher Checklist</u></b></p> <ul style="list-style-type: none"> <li>✓ Share directions and expectations for RI.</li> <li>✓ Conduct data chats and set goals (FSA ELA &amp; RI).</li> <li>✓ Analyze Performance Matters data and plan to reteach as necessary.               <ul style="list-style-type: none"> <li>○ Review short response rubric, key questions, and question phrases before and after assessments.</li> <li>○ Determine grouping for differentiated instruction.</li> <li>○ Identify standards to teach.</li> <li>○ Implement Standards Tracking Tool with students.</li> </ul> </li> <li>✓ Use “Road Not Taken” to either teach students the process of taking these assessments or as a baseline for student standard mastery.</li> <li>✓ Scaffold students’ identification of the central idea of a text and how it is developed in a text, including how the author elaborates or supports the ideas.</li> </ul>
<p style="text-align: center;"><b>Quarter 2</b> <b>Oct. 15-Dec. 20</b></p>	<p><b><u>Reading Inventory</u></b>  <b>Administered by:</b> Language Arts teacher            Cycle 2            Jan. 7 – Jan. 24, makeups Jan. 27 - 31</p> <p><b><u>Performance Matters</u></b>            Teengagement Unit Texts:</p> <ul style="list-style-type: none"> <li>• Wildlife Warriors “The Irwin Legacy”</li> <li>• Wildlife Warriors “Conservation Heritage”</li> <li>• True Superheroes “Superhero Alliances”</li> <li>• True Superheroes “Big Problems, Super Solutions”</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct data chats and set goals (FSA ELA &amp; RI).</li> <li>✓ Analyze Performance Matters data and plan to reteach as necessary.               <ul style="list-style-type: none"> <li>○ Review short response rubric, key questions, and question phrases before and after assessments.</li> <li>○ Determine grouping for differentiated instruction.</li> <li>○ Identify standards to reteach.</li> <li>○ Continue use of Standards Tracking Tool with students.</li> </ul> </li> <li>✓ Support students in tracking and evaluating the author’s claim in the texts.</li> <li>✓ Assess students’ identification of the central idea of a text and how it is developed in a text.               <ul style="list-style-type: none"> <li>○ Reteach using a different approach or strategy if needed.</li> </ul> </li> </ul>

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<p style="text-align: center;"><b>Quarter 3</b> January 7 – March 13</p>	<p><b><u>Performance Matters</u></b> Assessment Accelerators:</p> <ul style="list-style-type: none"> <li>• Rapunzel</li> <li>• Climbing Mount Everest</li> <li>• Fireside Chats</li> <li>• Operation Pedro Pan</li> <li>• Peter Pan</li> <li>• The Tragedy of the Titanic</li> </ul>	<p style="text-align: center;"><b><u>Teacher Checklist</u></b></p> <ul style="list-style-type: none"> <li>✓ Conduct data chats and set goals (FSA ELA &amp; RI).</li> <li>✓ Analyze Performance Matters data and plan to reteach as necessary. <ul style="list-style-type: none"> <li>○ Review short response rubric, key questions, and question phrases before and after assessments.</li> <li>○ Determine grouping for differentiated instruction.</li> <li>○ Identify standards to teach or reteach using a different approach (For example, through Focus Standard Lessons posted in One Note).</li> <li>○ Implement Assessment Accelerator Standards Tracking tool with students.</li> </ul> </li> <li>✓ Explicitly teach test taking strategies using the Assessment Accelerators.</li> </ul>
<p style="text-align: center;"><b>Quarter 4</b> March 24 – May 29</p>	<p><b><u>Reading Inventory</u></b> <b>Administered by:</b> Language Arts teacher Cycle 3 March 24 – May 29</p> <p><b><u>Performance Matters</u></b> Assessment Accelerators:</p> <ul style="list-style-type: none"> <li>• Stonehenge</li> <li>• A Christmas Carol</li> <li>• Volcanoes</li> <li>• <i>New Title Released January 2020</i></li> <li>• <i>2nd New Title Released January 2020</i></li> </ul> <p>Teengagement Unit Texts:</p> <ul style="list-style-type: none"> <li>• King of the Monsters “Awakening the Monster”</li> <li>• King of the Monsters “The Hopes and Fears of Nuclear Energy”</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct data chats and set goals (FSA ELA &amp; RI).</li> <li>✓ Analyze Performance Matters data and plan to reteach as necessary. <ul style="list-style-type: none"> <li>○ Review short response rubric, key questions, and question phrases before and after assessments.</li> <li>○ Determine grouping for differentiated instruction.</li> <li>○ Identify standards to reteach.</li> <li>○ Focus standards lessons to review multiple standards with each text.</li> <li>○ Continue to implement Standards Tracking Tool with students.</li> </ul> </li> <li>✓ Assess students’ identification of how a central idea is developed in a text, including through description or example. <ul style="list-style-type: none"> <li>○ Reteach using a different approach or strategy if needed.</li> </ul> </li> </ul>