

# GRADE 6

## Reading Literature

Timeline: Trimester 1

Materials to be used throughout the unit are contained within the **Engage New York ELA Grade 6 Module 1 Unit 1**.

**Central Texts:** Rick Riordan, *The Lightning Thief* (one novel per student)

Neidl, Jessica Fisher. "Shrouded In Myth." *Calliope* 13.1 (2002): 10.

"The Hero's Journey," Adapted by Expeditionary Learning from [www.mythologyteacher.com](http://www.mythologyteacher.com) by

Zachary Hamby.

	Common Core State Standard	Assessment	Resources
	<p><b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.6.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1</b></p> <ul style="list-style-type: none"><li>• Mid-Unit 1 Assessment (RL.6.1 and RL.6.3)</li><li>• End of Unit 1 Assessment: (RL.6.1, RL.6.3, RI.6.1, and W.6.9)</li></ul>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 1-8 &amp; 10-13</b></p>

	<p><a href="#"><u>CCSS.ELA-Literacy.RL.6.3</u></a> Describe how a particular story's 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.</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment (RL.6.1 and <b>RL.6.3</b>)</li> <li>• End of Unit 1 Assessment: (RL.6.1, <b>RL.6.3</b>, RI.6.1, and W.6.9)</li> </ul>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 4-7 &amp; 10 &amp; 13</b></p>
	<p><b>Craft and Structure:</b> <a href="#"><u>CCSS.ELA-Literacy.RL.6.4</u></a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment (RL.6.1 and <b>RL.6.3</b>)</li> <li>• End of Unit 1 Assessment: (RL.6.1, <b>RL.6.3</b>, RI.6.1, and W.6.9)</li> </ul>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 2, 4, 6</b></p>
	<p><a href="#"><u>CCSS.ELA-Literacy.RL.6.6</u></a> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment (RL.6.1 and <b>RL.6.3</b>)</li> <li>• End of Unit 1 Assessment: (RL.6.1, <b>RL.6.3</b>, RI.6.1, and W.6.9)</li> </ul>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 3-6</b></p>

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## Reading: Informational Text

### Timeline

	Common Core State Standard	Assessment	Resources
	<p><b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RI.6.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1</b></p> <ul style="list-style-type: none"><li>• Mid-Unit 1 Assessment (RL.6.1 and RL.6.3)</li><li>• End of Unit 1 Assessment: (RL.6.1, RL.6.3, <b>RI.6.1</b>, and W.6.9)</li></ul>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 1 &amp; 8-13</b></p>
	<p><a href="#">CCSS.ELA-Literacy.RI.6.2</a> Determine a 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.</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1</b></p> <ul style="list-style-type: none"><li>• Mid-Unit 1 Assessment (RL.6.1 and <b>RI.6.3</b>)</li><li>• End of Unit 1 Assessment:</li></ul>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 8-9</b></p>

		(RL.6.1, <b>RL.6.3</b> , RI.6.1, and W.6.9)	
	<p><b>Craft and Structure:</b></p> <p><a href="#"><u>CCSS.ELA-Literacy.RI.6.4</u></a> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment (RL.6.1 and <b>RL.6.3</b>)</li> <li>• End of Unit 1 Assessment: (RL.6.1, <b>RL.6.3</b>, RI.6.1, and W.6.9)</li> </ul>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 8-9</b></p>

Writing			
Timeline			

	Common Core State Standard	Assessment	Resources
	<p><a href="#"><u>CCSS.ELA-Literacy.W.6.9</u></a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1</b></p> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment (RL.6.1 and RL.6.3)</li> <li>• End of Unit 1 Assessment: (RL.6.1, RL.6.3, RI.6.1, and <b>W.6.9</b>)</li> </ul>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 11-13</b></p>

	<b>Comprehension and Collaboration:</b> <a href="#">CCSS.ELA-Literacy.SL.6.1</a> 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.	<b>Engage New York ELA Grade 6 Module 1 Unit 1</b> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment (RL.6.1 and <b>RL.6.3</b>)</li> <li>• End of Unit 1 Assessment: (RL.6.1, <b>RL.6.3</b>, RI.6.1, and W.6.9)</li> </ul>	<b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 1-4</b>
	<a href="#">CCSS.ELA-Literacy.SL.6.1.a</a> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>Engage New York ELA Grade 6 Module 1 Unit 1</b> <ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment (RL.6.1 and <b>RL.6.3</b>)</li> <li>• End of Unit 1 Assessment: (RL.6.1, <b>RL.6.3</b>, RI.6.1, and W.6.9)</li> </ul>	<b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 2, 8, 9</b>

Speaking & Listening	
Timeline	

	Common Core State Standard	Assessment	Resources
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	<p><a href="#"><b>CCSS.ELA-Literacy.SL.6.1.b</b></a> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>Ongoing Assessment Teacher Observation Lists Engage New York ELA Grade 6 Module 1 Unit 1 Lessons</b></p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 1, 2, 3, 8, 9</b></p>
	<p><a href="#"><b>CCSS.ELA-Literacy.SL.6.1.c</b></a> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>Ongoing Assessment Teacher Observation Lists Engage New York ELA Grade 6 Module 1 Unit 1 Lessons</b></p>	
	<p><a href="#"><b>CCSS.ELA-Literacy.SL.6.1.d</b></a> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>Ongoing Assessment Teacher Observation Lists Engage New York ELA Grade 6 Module 1 Unit 1 Lessons</b></p>	
	<p><b>Presentation of Knowledge and Ideas:</b> <a href="#"><b>CCSS.ELA-Literacy.SL.6.4</b></a> 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><b>Ongoing Assessment Teacher Observation Lists Engage New York ELA Grade 6 Module 1 Unit 1 Lessons</b></p>	
	<p><a href="#"><b>CCSS.ELA-Literacy.SL.6.6</b></a> Adapt speech to a variety of contexts and</p>	<p><b>Ongoing Assessment Teacher Observation Lists</b></p>	

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	tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons</b>	

Language
Timeline

	Common Core State Standard	Assessment	Resources
	<b>Conventions of Standard English:</b> <a href="#">CCSS.ELA-Literacy.L.6.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	<a href="#">CCSS.ELA-Literacy.L.6.1.a</a> Ensure that pronouns are in the proper case (subjective, objective, possessive).		

	<b><u>CCSS.ELA-Literacy.L.6.1.b</u></b> Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).		
	<b><u>CCSS.ELA-Literacy.L.6.1.c</u></b> Recognize and correct inappropriate shifts in pronoun number and person.*		
	<b><u>CCSS.ELA-Literacy.L.6.1.d</u></b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		
	<b><u>CCSS.ELA-Literacy.L.6.1.e</u></b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*		
	<b><u>CCSS.ELA-Literacy.L.6.2</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	<b><u>CCSS.ELA-Literacy.L.6.2.a</u></b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		
	<b><u>CCSS.ELA-Literacy.L.6.2.b</u></b> Spell correctly.		



	<b>Knowledge of Language:</b> <a href="#">CCSS.ELA-Literacy.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	<a href="#">CCSS.ELA-Literacy.L.6.3.a</a> Vary sentence patterns for meaning, reader/listener interest, and style.*		
	<a href="#">CCSS.ELA-Literacy.L.6.3.b</a> Maintain consistency in style and tone.*		
	<b>Vocabulary Acquisition and Use:</b> <a href="#">CCSS.ELA-Literacy.L.6.4</a> 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.	<b>Engage New York ELA Grade 6 Module 1 Unit 1 Lesson 6</b> • <b>Prefixes recording form</b>	<b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 6</b>
	<a href="#">CCSS.ELA-Literacy.L.6.4.a</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.		

	<p><b><u>CCSS.ELA-Literacy.L.6.4.b</u></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>).</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lesson 6</b> • Prefixes recording form</p>	<p><b>Engage New York ELA Grade 6 Module 1 Unit 1 Lessons 6</b></p>
	<p><b><u>CCSS.ELA-Literacy.L.6.4.c</u></b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>		
	<p><b><u>CCSS.ELA-Literacy.L.6.4.d</u></b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
	<p><b><u>CCSS.ELA-Literacy.L.6.5</u></b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
	<p><b><u>CCSS.ELA-Literacy.L.6.5.a</u></b> Interpret figures of speech (e.g., personification) in context.</p>		
	<p><b><u>CCSS.ELA-Literacy.L.6.5.b</u></b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>		

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	<p><b><u>CCSS.ELA-Literacy.L.6.5.c</u></b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>		
	<p><b><u>CCSS.ELA-Literacy.L.6.6</u></b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		