

**English Language Arts**

**Grade 6 Year-at-a-Glance**

	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
<p>Unit 1</p> <p>Building Community</p> <p>Suggested Extended Text—The Giver with multiple informational texts</p> <p>Approximately 6-7 Weeks</p>	<p><b>Review knowledge of text types and elements of narrative, informational, and argument texts. Increase their abilities to comprehend complex texts, engage in analysis, and develop their interpretation skills. Students will set up their academic notebooks and become familiar with the expectations of belonging to an academic community.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read, take notes and annotate a wide variety of complex texts</li> <li>Determine theme or central idea of texts; support with textual evidence</li> <li>Answer text-dependent questions independently and in small groups</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write several accurate summaries</li> <li>Set-up academic journals/notebooks for note-making and to support independence</li> <li>Use writing as thinking daily, including quick writes, reflections on learning</li> <li>Write literary analysis essay (argument) stating a claim and backing it up with evidence from the text</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Daily opportunities for academic discussions; come to discussions prepared, having read material ahead of time</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Determine the meaning of unknown and multiple meaning words and phrases</li> <li>Develop and expand academic vocabulary for use in speaking and writing</li> </ul>	<p><b>RL 6.1</b> Cite textual evidence</p> <p><b>RL 6.2</b> Determine a theme or central idea; provide a summary of the text distinct from personal opinions or judgments</p> <p><b>RL 6.3</b> Describe how a 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>RL 6.4</b> Determine the meaning of words and phrases as they are used in a text.</p> <p><b>RI 6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI 6.2</b> 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.</p>	<p><b>W 6.1</b> Write Arguments</p> <p><b>W 6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p><b>W 6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SL 6.1</b> Engage effectively in a range of collaborative discussions.</p>	<p><b>L 6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p><b>L 6.6</b> Acquire and use academic and domain-specific words and phrases.</p>
<b>Unit 1 Resources:</b>					
<p>Unit 2</p> <p>Reading and Analyzing Narratives</p>	<p><b>Continue to build their knowledge of structure and elements of narrative as they independently read and analyze short stories, nonfiction narratives, narrative poetry, and a novel and write a literary analysis essay. They will also build their collaboration and academic discussion skills as they analyze</b></p>	<p>Continued from previous unit: <b>RL 6.1, 6.2, 6.3, 6.3, 6.4</b></p> <p>In addition:</p>	<p><b>W 6.1</b> Write arguments</p> <p><b>W 6.3</b> Write narratives</p>	<p>Continued from previous unit: <b>SL 6.1</b></p>	<p>Continued from previous unit: <b>L 6.6</b></p>

<p>Suggested Extended Text Breadwinner and Iqbal and variety of narratives</p> <p>And/or The Circuit</p> <p>Approximately 6-7 weeks</p>	<p><b>text with partners and in small groups.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read and analyze short stories, nonfiction narratives, narrative poetry, and a novel independently</li> <li>Determine theme, citing textual evidence to support thinking</li> <li>Describe how characters change as the plot unfolds and moves toward resolution</li> <li>Determine the meaning of unknown words and phrases</li> <li>Analyze how particular sentences or chapters fit into overall structure of a text and contribute to the development of the plot</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write a narrative poem</li> <li>Write literary analysis essay, stating a claim and backing it up with evidence from the text</li> <li>Write a narrative that includes an introduction that establishes context, dialogue, pacing, and descriptive details, transitional words, precise vocabulary, and a conclusion.</li> <li>Use writing as thinking daily, including quick writes, reflections on learning</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Participate in collaborative learning groups to analyze and discuss texts, building on the ideas of others and demonstrating understanding of multiple perspectives through reflection and paraphrasing</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Acquire and use academic and domain specific words and phrases</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meaning</li> </ul>	<p><b>RL 6.5</b> 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><b>RL 6.9</b> Compare and contrast texts in different forms or genres.</p>	<p><b>W 6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>In addition:</p> <p><b>L 6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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**Unit 2 Resources:**  
 ELA Grade 6 Common Core State Standards Aligned Sample Unit  
<http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&Action=MakeActive&playlistkeyindex=6444&location=local&newlessonfromplaylist=>

<p>Unit 3 Analyzing Fiction and integrating ideas in informational text</p>	<p><b>Read a novel, making links between setting and plot, literary devices, to figure out the theme and issues the author is exploring. Students will also read informational text about the same or similar issues and synthesize the information in the two text forms.</b></p> <p><b>They will write a literary analysis essay focused on the theme of the novel and the issues they have read about.</b></p> <p><b>Reading</b></p>	<p>Continued from previous unit: RL 6.1, 6.2, 6.3, 6.4, 6.5, 6.9 RI 6.1, 6.2</p> <p>In addition: <b>RL 6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Continued from previous unit: W 6.1, 6.3, 6.9</p>	<p>Continued from previous unit: SL 6.1</p>	<p>Continued from previous unit: L 6.5, 6.6</p> <p>L6.1 Demonstrate command of the conventions of standard English</p>
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<p>Suggested Extended Text The Lightning Thief</p> <p>Approximately 6-7 Weeks</p>	<ul style="list-style-type: none"> <li>Read and analyze a novel and related informational texts</li> <li>Continue studying development of the plot and characters as well as determining theme with textual evidence</li> <li>Explain how the author develops the point of view of the narrator or speaker</li> <li>Students create self-generated analytical questions about their reading</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Write a variety of quick writes synthesizing the informational texts and the novel</li> <li>Write an informational essay:</li> <li>Write an argument essay</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Engage in collaborative academic discussions around their work, coming to discussions prepared having read or studied material</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>Continue work around clarifying meaning of unknown words and phrase</li> <li>Demonstrate command of conventions of standard English grammar when writing or speaking (overarching standard for year)</li> </ul>				<p>grammar and usage when writing or speaking</p>
<p><b>Unit 3 Resources:</b></p>					
<p>Unit 4 Analyzing fiction and historical perspective and/or influence</p> <p>Suggested Extended Text Suggested text The Cay or Dragon Wings</p> <p>Approximately 6-7 Weeks</p>	<p><b>Read a work of historical fiction or literary nonfiction along with informational texts on the time period, taking notes and using a timeline to situate the work in history. They will focus on synthesizing information from multiple sources and analytically considering the perspective in each text.</b></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Read and analyze a novel and related informational texts with historical connections</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Conduct a short research project related to the topics in the reading</li> <li>Use multiple, credible sources</li> <li>Write an informational essay introducing the topic, developing the topic with relevant facts and details organized over multiple paragraphs, using appropriate transitions and domain-specific vocabulary, and providing a conclusion</li> <li>Use a formal writing style</li> </ul>	<p>Continued from previous unit: RL 6.1, 6.2, 6.3, 6.4, 6.5, 6.9, RI 6.1, 6.2</p> <p>In addition: <b>RI 6.7</b> Integrate information presented in different media or formats.</p>	<p>Continued from previous unit: W 6.1, 6.3, 6.9</p> <p>In addition: <b>W 6.7</b> Conduct short research projects. <b>W 6.8</b> Gather relevant information from multiple sources; assess the credibility of each source.</p>	<p>Continued from previous unit: SL 6.1</p> <p>In addition: <b>SL 6.4</b> Present claims and findings sequencing ideas logically and using pertinent descriptions, facts, and details <b>and nonverbal elements</b> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Continued from previous unit: L 6.5, 6.6</p> <p>L6.3b Maintain consistency in style and tone</p>

	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Engage in academic discussions around their work</li> <li>Present research to their peers using academic language and incorporating the use of media to enhance presentation</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Maintain consistency in style and tone</li> <li>Use domain specific vocabulary in speaking and writing</li> </ul>				
<b>Unit 4 Resources:</b>					
<p>Unit 5 Analyzing and Developing Arguments</p> <p>Variety of argument texts on current, relevant issues</p> <p>Approximately 6-8 weeks</p>	<p><b>Students will build knowledge of how to independently read and evaluate argument text. By the end of the unit, students will be able to identify the elements of argument text, analyze and evaluate author’s position and types of supporting evidence, synthesize to gain deeper understanding of author’s position and problem solve unfamiliar vocabulary using context. After an in-depth study of argument, students will write a researched argument essay.</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read and analyze a variety of argument texts, tracing and evaluating the argument and specific claims</li> <li>Distinguish claims that are supported by reasons and evidence from claims that are not</li> <li>Determine author’s point of view or purpose and explain how it is conveyed in text</li> <li>Compare and contrast one author’s presentation of events with that of another</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Research a topic, gathering information from multiple sources</li> <li>Assess the credibility of each source</li> <li>Quote or paraphrase information, avoiding plagiarism</li> <li>Provide a bibliography for sources</li> <li>Write an argument essay based on research</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Engage in collaborative academic discussions around their work</li> <li>Participate in a debate and create a Public Service Announcement</li> <li>Use formal language and appropriate oral presentation skills</li> </ul>	<p>Continued from previous unit: RI 6.1, 6.2</p> <p>In addition: <b>RI 6.3</b> Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text <b>RI 6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. <b>RI 6.7</b> Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. <b>RI 6.8</b> Trace and evaluate the argument and specific claims in a text. <b>RI 6.9</b> Compare and contrast one author’s presentation of events with that of another</p>	<p>Continued from previous unit: W 6.1, 6.7, 6.9</p> <p>In addition: <b>W 6.8</b> 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 sources.</p>	<p>Continued from previous unit: SL 6.1, 6.4</p> <p>In addition: <b>SL 6.5</b> Include multimedia components (and visual displays in presentations to clarify information. <b>SL 6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Continued from previous unit: L 6.5, 6.6</p> <p>In addition: <b>L 6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>L 6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>

	<b>Language</b> <ul style="list-style-type: none"><li>• Use knowledge of language and its conventions when writing, speaking, reading, and listening</li><li>• Choose flexibly from a variety of strategies to determine or clarify the meaning of unknown words or phrases</li></ul>				
<b>Unit 5 Resources:</b> ELA Grade 6 Common Core State Standards Aligned Sample Argument Unit <a href="http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&amp;Action=MakeActive&amp;playlistkeyindex=6976&amp;location=local&amp;newlessonfromplaylist=f">http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&amp;Action=MakeActive&amp;playlistkeyindex=6976&amp;location=local&amp;newlessonfromplaylist=f</a>					