

| 6th | Reading Literature | Reading Informational | Writing | Speaking and Listening | Languages |
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| <u>1st nine weeks</u> | <p>RL.6.1 Cite textual evidence to support text and inferences.</p> <p>RL.6.2 Analyze text to determine theme.</p> <p>RL.6.4 Determine meaning of words and phrases, including figurative, denotative and connotative meanings.</p> | <p>RI.6.1 Cite textual evidence.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p style="text-align: center;"><i>Focus On:</i> <i>TTQA</i> <i>Topic Sentence</i> <i>Formatting "CLEER" (whole to part when teaching)</i> <i>Lead-in Phrases</i> <i>Direct Evidence</i> <i>Explanation</i> <i>Restating</i></p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> | <p>SL.6.1 (a,b,c,d) Prepare and participate in collaborations.</p> | <p>L.6.1 (a, b, c, d, e) Uses English grammar (possessive, intensive pronouns). <i>Pronouns</i> <i>Review Parts of Speech</i></p> <p>L.6.2 (a,b) Demonstrate command of, punctuation, and spelling conventions. <i>Proper Nouns and "I"</i> <i>First word of sentence</i> <i>Commonly misspelled words</i></p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Station Skills:</u> L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |
| <u>2nd nine</u> | RL.6.3 Describe how a plot | RI.6.8 Trace and evaluate | W.6.4 Produce clear and coherent | SL.6.1 (a,b,c,d) | <i>All Language standards from the 1st</i> |

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| <u>weeks</u> | unfolds. RL.6.2 Use theme in a summary. | arguments / supporting evidence. RI.6.2 (a,b) Analyze text to determine central idea. RI.6.2 (a,b) Use central idea in summary. <i>Summary Statement</i> | writing in which the development, organization, and style are appropriate to task, purpose, and audience <i>Focus On:</i> <i>Thesis Statement</i> <i>Introduction</i> <i>Conclusion</i> <i>Paraphrasing</i> <i>Multiple Pieces of Evidence</i> W.6.1 (a,b,c,d,e) Write arguments to support a claim and thesis <i>W 6.4 embedded</i> <i>W 6.6 embedded</i> W.6.8 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. | Prepare and participate in collaborations. | <i>Nine Weeks now are expected in students' writing and will be revisited during one-on-one conferences or within small groups</i> <u>Station Skills:</u> L.6.4 (a,b,c,d) Determine meaning/multi-meaning words/Latin roots <i>Prefixes, Suffixes, and Roots Slides</i> |
| <u>3rd nine</u> | RL.6.3 Analyze how characters | RI.6.1 Cite textual evidence. | W.6.2 (a,b,c,d,e) Write | SL.6.1 (a,b,c,d) | <i>All Language standards from the 1st</i> |

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| <u>weeks</u> | <p>respond or change as the plot moves toward a resolution.</p> <p><i>Analyze writing prompts to teach organization (topic by topic / passage by passage)</i></p> | <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | <p>informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <p>Prepare and participate in collaborations.</p> | <p><i>Nine Weeks now is expected in their writing and will be revisited during one-on-one conferences or within small groups</i></p> |
| <u>4th nine weeks</u> | <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.6 Determine the author's purpose for writing.</p> | <p>RI.6.1 Cite textual evidence.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> | <p>SL.6.1 (a,b,c,d) Prepare and participate in collaborations.</p> | <p><i>All Language standards from the 1st Nine Weeks now is expected in their writing and will be revisited during one-on-one conferences or within small groups</i></p> |

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| <u>1st nine weeks</u> | <p>RL.6.1 Cite textual evidence to support text and inferences.</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details.</p> <p>RL.6.3 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>RL.6.4 Determine meaning of words and phrases, including figurative, denotative and connotative meanings.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the theme, setting, plot.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker of a text.</p> | | <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p style="text-align: center;"><i>Focus On:</i> <i>TTQA</i> <i>Topic Sentence</i> <i>Formatting "CLEER" (whole to part when teaching)</i> <i>Lead-in Phrases</i> <i>Direct Evidence vs Paraphrasing</i> <i>Explanation</i> <i>Restating</i></p> <p>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.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective techniques relevant descriptive details and well-structured event sequences.</p> <p style="text-align: center;"><i>Informal Writing Tasks connected to each of the stories we are reading in class.</i></p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing</p> | <p>SL.6.1 (a,b,c,d) Prepare and participate in collaborations.</p> | <p>L.6.1 (a, b, c, d, e) Uses English grammar (possessive, intensive pronouns).</p> <p style="text-align: center;"><i>Pronouns</i> <i>Review Parts of Speech</i></p> <p>L.6.2 (a,b) Demonstrate command of, punctuation, and spelling conventions.</p> <p style="text-align: center;"><i>Proper Nouns and "I"</i> <i>First word of sentence</i> <i>Commonly misspelled words</i></p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |

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| | | | as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | | |
| <u>2nd nine weeks</u> | <p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contracting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 Compare and contrast different forms of genres in terms of their approaches to similar themes and topics.</p> <p><i>Students will write an on-demand response incorporating 2 pieces of literature at the end of the quarter.</i></p> | <p>RI.6.7 Integrate information presented in different media or formats (visually, quantitatively) as well as in word to develop a coherent understanding of a topic or issue.</p> | <p>W.6.1 (a,b,c,d,e) Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claims and organize the reasons and evidence clearly. Support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claims and reasons. Establish and maintain formal style. Provide a concluding statement or section that follows from the argument presented. <p><i>W.6.4 embedded W.6.6 embedded Students will write a response to literature using one of the short stories from 1st quarter.</i></p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> | <p>SL.6.1 (a,b,c,d) Prepare and participate in collaborations.</p> | <p><i>All Language standards from the 1st Nine Weeks now is expected in their writing and will be revisited during one-on-one conferences or within small groups</i></p> |

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| | | | <p>W.6.8 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><i>Students will conduct a short research project investigating the authors we have read and what experiences may have led him or her to write that story.</i></p> | | |
| <u>3rd nine weeks</u> | <i>Literature Circles: Social Justice or Environmental Texts</i> | <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 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>RI.6.3 Analyze in detail, how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</p> | <p>W.6.2 (a,b,c,d,e) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.8 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><i>1. Informational Response using 2 pieces of literature.</i></p> <p><i>2. Research Project & Ted Talk</i></p> | <p>SL.6.1 (a,b,c,d) Prepare and participate in collaborations.</p> <p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic.</p> | <p>L.6.4 (a,b,c,d) Determine meaning/multi-meaning words/Latin roots.</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5 (c) Distinguish among the connotations of words with similar denotations.</p> <p><i>All Language standards from the 1st Nine Weeks now is expected in their writing and will be revisited during one-on-one conferences or within small groups</i></p> |

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| | | <p>technical meanings.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.</p> <p>RI.6.8 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.</p> | | | |
| <p><u>4th nine weeks</u></p> | <p><i>Literary Standards are continued in this quarter as we complete our Hero's Journey Unit.</i></p> | <p>RL.6.1 Cite textual evidence.</p> <p>RL.6.2 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>RL.6.3 Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond to change as the plot moves toward a resolution.</p> | <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> | <p>SL 6.1 (a,b,c,d) Prepare and participate in collaborations.</p> | <p>L.6.4 (a,b,c,d) Determine meaning/multi-meaning words/Latin roots <i>Prefixes, Suffixes, and Roots Slides</i></p> |

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| | | <p>RL.6.5 Analyze how a particular sentence, chapters, scene or stanza fits into the overall structure of a text and contributes to the theme, setting, or plot.</p> <p>RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> | | | |
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| 1st Quarter: | Lessons/Activities: | Resources: | Assessments: |
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| <p><u>Week 2-3</u></p> <p>RL.6.1 Cite text evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>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. (Focus on Claim, Lead-in Phrase, 1 piece of direct text evidence, and basic explanation)</p> | <ol style="list-style-type: none"> 1. Explicit vs. Implicit Text Evidence 2. Claim (TTQA) Practice 3. Evidence (Explicit vs Implicit) <ul style="list-style-type: none"> - Use Pictures to start - Have students create their own scenarios 4. Use "Rash Crash" for Practice <p>*Poem Thursday: Students analyze a poem every Thursday for (theme, figurative language, repetition, author's choices, parallelism, etc.)</p> | <p><u>Short Stories:</u> "Rash Crash"</p> <p><u>Poems:</u> "If I Were in Charge of the World" - Judith Viorst "You Can't Write a Poem about McDonalds" - Ronald Wallace</p> | <p><u>Diagnostic:</u> "Sousa" - 6th Grade Practice Writing Assessment</p> <p><u>Formative:</u> "Rash Crash" Response to Lit Paragraph</p> <p><u>Summative:</u> Vocabulary Project 1</p> |

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| | <p>*Isolated Vocabulary: Students receive a vocabulary list and choose 5 they did not know to become experts:</p> <p>a. Group 1: Synonyms</p> | | |
| <p><u>Week 4 & 5</u></p> <p>RL.6.4 Determine meaning of words and phrases, including figurative, denotative and connotative meanings.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words , choosing flexibly from a range of strategies.</p> <p>(a) Use context as a clue to the meaning of a word or phrase.</p> <p>(d) Verify the preliminary determination of the meaning of a word or phrase (by checking the inferred meaning in context or in a dictionary)</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker of a text.</p> <p>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. (Focus on Writing Sophisticated Claims, Writing Lead-in Phrases with context).</p> <p>*Mid-Unit Assessment</p> | <p>5. Context Clues and “Charles”</p> <p>a. Discuss using context clues in fiction vs. nonfiction. How is it different?</p> <p>b. Discuss types of characterization used (Thoughts and feelings, appearances etc.)</p> <p>6. Point of View & Perspective “The Zoo”</p> <p>a. Review of different types of points of view. How do you know?</p> <p>b. Impact POV has on a story. How can it affect the reader's experience? Help us understand the characters' perspectives</p> <p>*Poem Thursday: Students analyze a poem every Thursday for (theme, figurative language, repetition, author's choices, parallelism, etc.)</p> <p>*Isolated Vocabulary: Students receive a vocabulary list and choose 5 they did not know to become experts:</p> <p>a. Group 2: Antonyms</p> | <p><u>Short Stories:</u></p> <p>“Charles” Context Clues and POV (RL.6.4 & RL.6.6)</p> <p>“The Zoo” Point of View (RL.6.6)</p> <p>“La Bamba”</p> <p>“The Jacket”</p> <p>- Consider including “The Scholarship Jacket” and have students compare memoirs and experiences. May consider for the 2nd quarter.</p> <p><u>Poems:</u></p> <p>“Fat Man”</p> <p>“The Rider”</p> <p>“Walking the Boundaries of Change”</p> | <p><u>Formative:</u></p> <p>“Charles” Vocabulary</p> <p>“Point of View” Canvas Assessment</p> <p>“The Jacket Reading Review”</p> <p>“The Jacket” Response to Lit Paragraph</p> <p>*Incorporate one more text</p> <p><u>Summative:</u></p> <p>Mid-Unit Assessment over Reading Skills</p> <p>“La Bamba” Response to Lit Paragraph</p> |

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| <p><u>Week 6, 7 & 8</u></p> <p>RL.6.3 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>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the theme, setting, plot.</p> <p>RL.6.4 Determine meaning of words and phrases, including figurative, denotative and connotative meanings</p> <p>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. (Focus on Explanations & Using Multiple Pieces of Evidence)</p> | <p>7. Plot Diagram “Retrieved Reformation”</p> <p>8. Impact of Events on Character, “Monkey’s Paw” perspectives, actions etc.</p> <p>9. Discussion of Setting and the impact setting can have on elements in the story.</p> <p>10. Types of Figurative Language</p> <ol style="list-style-type: none"> a. Figurative vs. Literal b. Notes (Simile, Metaphor etc.) c. Analyze in the following ways: <ol style="list-style-type: none"> i. Interpret - what does it mean figuratively? ii. Impact on Reader - how does it help us visualize iii. Contribution to element of the story: <p>11. Read “All Summer in a Day” by Ray Bradbury</p> <ol style="list-style-type: none"> a. Discuss b. Figurative Language Activity - Students choose 2 and draw fig meaning and literal meaning. Students then discuss impact. <p>*Poem Thursday: Students analyze a poem every Thursday for (theme, figurative language, repetition, author’s choices, parallelism, etc.)</p> <p>*Isolated Vocabulary: Students receive a vocabulary list and choose 5 they did not know to become experts</p> | <p><u>Short Stories:</u></p> <p>“Retrieved Reformation” Plot (RL.6.3)</p> <p>“Monkey’s Paw” Plot & Setting (RL.6.3, RL.6.5)</p> <p><u>Poems:</u></p> <p>“Lucky”</p> <p>“Ginkgo and Willow”</p> <p>“Fifth of July”</p> | <p><u>Formative:</u></p> <p>“Aeroplane Formative” - Reading Assessment</p> <p>“Herb” Argumentative Paragraph</p> <p><u>Summative:</u></p> <p>Mid-Unit Assessment over Reading Skills</p> <p>End Unit Assessment over Reading Skills</p> <p>Quarterly Common Assessment (Graded Collaboratively)</p> |
| <p><u>Week 9</u></p> <p>Quarterly Common Assessment</p> <p>End Unit Assessment</p> | | | |