





English Language Arts 2018 – Sixth Grade


Unit / Core Text/ Pacing	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 (pgs. 4-91) Stories of Change <u>1st Quarter 8/14-10/13</u> (typically, 37 periods-50 min model)	What makes a good story? How can change be significant?	sequence cause-effect analyze transitions coherence	EA 1: Writing a Personal Narrative (2 class periods) EA 2: Writing a Short Story (4 class periods) 	<ul style="list-style-type: none"> To understand how change can be significant. To analyze key ideas and details in addition to craft and structure in print and non-print texts To use narrative techniques such as sequencing, dialogue, and descriptive language To write narratives to develop real or imagined events To understand pronouns and the conventions of punctuating dialogue
Unit 2 (pgs. 96-163) The Power to Change Walk Two Moons (Novel) Temple Grandin (Film) <u>2nd Quarter 10/16-12/21</u> (typically, 34 periods-50 min model)	How can talking and working with others help one analyze a novel? How do internal and external forces help people grow?	compare contrast inference prediction communication (verbal/nonverbal) synthesize	EA 1: Responding to Literature (1 class period) EA 2: Writing an Expository Essay (2 class periods) 	<ul style="list-style-type: none"> To analyze literary elements To apply a variety of reading strategies to fiction and nonfiction texts To collaborate and communicate effectively To write an expository essay To practice using verb tenses and creating sentence variety
Unit 3 (pgs. 168-253) Changing Perspectives <u>3rd Quarter 1/9-3/9</u> (typically, 29 periods-50 min model)	Why do we have controversy in society? How do we communicate in order to convince others?	controversy argument claim reasons evidence research citation plagiarism credible relevant sufficient	EA 1: Researching and Debating a Controversy (2 class periods) EA 2: Writing an Argumentative Letter (2 class periods) 	<ul style="list-style-type: none"> To analyze informational texts To practice nonfiction reading strategies To support a claim with reasons and evidence To engage effectively in a variety of collaborative discussions To write an argumentative letter To understand and use simple, compound, and complex sentence structures
Unit 4 (pgs. 258-329) The Final Act The Taming of the Shrew (excerpts)(Drama) <u>4th Quarter 3/12 - 5/24</u> (typically, 34 periods-50 min model)	How can research shape one’s understanding of a literary text? How is reading a text similar to and different from viewing and performing a text?	source bibliography evaluate annotate	EA 1: Researching and Presenting Shakespeare (5 class periods) EA 2: Presenting Shakespeare (3 class periods)	<ul style="list-style-type: none"> To analyze and understand the relationship among setting, characterization, conflict, and plot To research a drama from a different time period To rehearse and present an engaging performance of a drama To revise for effective sentence variety

See Unit “Planning the Unit” for a complete listing of unit resources

<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;"><i>Explicit teaching of effective strategies</i> that provide scaffolding for all students while moving toward independent learning</p>	
<p>Personal Narrative: “The Jacket,” by Gary Soto</p> <p>Short Story : “The Circuit” by Francisco Jimenez</p> <p>Short Story: “Thank You, M’am,” by Langston Hughes</p> <p>Short Story: “Eleven” by Sandra Cisneros</p> <p>Myth: “Daedalus and Icarus” by Geraldine McCaughrean</p> <p>Novel: <i>Walk Two Moons</i>, by Sharon Creech</p> <p>Memoir: Excerpt from <i>Travels with Charley</i>, by John Steinbeck</p> <p>News Column: “Saying Farewell to a Faithful Pal,” by John Grogan</p> <p>Film Biography: <i>Temple Grandin</i></p> <p>Autobiography: “My Story” from <i>Animals in Translation</i>, by Temple Grandin and Catherine Johnson</p> <p>Editorial: “Don't ban peanuts at school, but teach about the dangers,” by Register Editorial Board</p> <p>News Article: “Penny Problem: Not Worth Metal It's Made Of,” by Yunji de Nies</p> <p>Historical Document: “Letter on Thomas Jefferson,” by John Adams (1776)</p> <p>Letter: “The First Americans,” by Scott H. Peters, the Grand Council Fire of American Indians</p> <p>Essay: “Reading Shakespeare’s Language,” by Barbara A. Mowat and Paul Werstine</p> <p>Poem: “Oranges,” by Gary Soto “Jabberwocky,” by Lewis Carroll “Fireflies,” by Paul Fleishman</p> <p>Drama: “The Millionaire Miser,” by Aaron Shepard</p> <p>Drama: Excerpts from <i>The Taming of the Shrew</i>, by William Shakespeare</p> <p>Film: <i>The Taming of the Shrew</i>, directed by Franco Zeffirelli, 1967</p>	<ul style="list-style-type: none"> • Close Reading • QHT • Marking the Text • Adding • Deleting • Double Entry Journal • Questioning the Text • Literature Circles • Replacing • Diffusing • Paraphrasing • Looping • Re-reading • Metacognitive Markers • Drama Games • Oral Interpretation • Choral Reading 	
	<p style="text-align: center;">LANGUAGE AND WRITER’S CRAFT/ LANGUAGE CHECKPOINTS</p> <p style="text-align: center;">Instruction that provides grammar support and instruction in the context of actual reading and writing Each unit contains additional grammar instruction in Grammar and Usage call-out boxes</p>	
	<ul style="list-style-type: none"> • Pronouns • Vivid Verbs • Transitions • Revising for Transitions • Vivid Tenses • Varied Sentence Patterns • Pronoun Usage and Agreement • Sentence Variety • Revising for Figurative Language 	<ul style="list-style-type: none"> • Parallel Structure • Formal Style • Using Appositives • Revising by Creating Complex Sentences • Choosing Sentence Structure • Pronoun Usage • Punctuating Complete Sentences • Using Noun Agreement • Using Commas, Parentheses, and Dashes

 **Reading Literary Text 45%(16-20 points)** Key Ideas & Details RL.6.1, RL.6.2, RL.6.3 • Craft & Structure RL.6.4, RL.6.5, RL.6.6 • Integration of Knowledge & Ideas RL.6.7, RL.6.9 • Vocabulary L.6.4, L.6.5

 **Reading Informational Text 55%(20-24 points)** Key Ideas & Details RI.6.1, RI.6.2, RI.6.3 RH.6.1, RH.6.2, RH.6.3 RST.6.1, RST.6.2, RST.6.3 • Craft & Structure RI.6.4, RI.6.5, RI.6.6 RH.6.5, RH.6.6 RST.6.5, RST.6.6 • Integration of Knowledge & Ideas RI.6.7, RI.6.8, RI.6.9 RH.6.7, RH.6.8, RH.6.9 RST.6.7, RST.6.8, RST.6.9 • Vocabulary L.6.4, L.6.5, RST.6.4, RH.6.4

 **Writing (20 points)** Argument W.6.1, W.6.4 – W.6.9 WHST.6.1, WHST.6.4 – WHST.6.9 L.6.1, L.6.2, L.6.3, L.6.5, L.6.6 • Informative/Explanatory W.6.2, W.6.4 – W.6.9 WHST.6.2, WHST.6.4 – WHST.6.9 L.6.1, L.6.2, L.6.3, L.6.5, L.6.6

Red = Core Text

ENGLISH LANGUAGE ARTS GRADE 6

Unit 1: students will focus on refining these important skills and knowledge areas for AP/College Readiness/ODE Blue Print

- Analyzing literary works through close reading to understand multiple meanings (Activities 1.11, 1.13, 1.14)
- Reading to become aware of how stylistic effects are achieved by a writer (Activities 1.4, 1.6, 1.13)
- Connecting writing skills to interpretive skills in reading (Activities 1.2, 1.10, 1.12)
- Writing and rewriting in ongoing efforts to achieve stylistic maturity. (Activities 1.6, 1.7, 1.8, 1.15)
- Using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation (Activities 1.6, 1.8, 1.13)

Embedded Assessment 1: Writing a Personal Narrative	Embedded Assessment 2: Writing a Short Story
<p>Skills and Knowledge:</p> <ul style="list-style-type: none">• Write a multi-paragraph personal narrative that addresses the prompt.• Develop events and characters through dialogue, pacing, descriptive details.• Sequence events (incident, response, reflection) logically.• Use a variety of transitions.• Use precise words and sensory details.• Demonstrate command of pronoun use, sentence variety, dialogue punctuation.• Work through all stages of the writing process.	<p>Skills and Knowledge:</p> <ul style="list-style-type: none">• Write a multi-paragraph short story that addresses the prompt.• Develop real or imagined events with focused and compelling conflict and interesting setting, characters, and point of view.• Sequence events logically to add interest or suspense.• Provide an engaging exposition and thoughtful resolution.• Use a variety of transitions.• Use precise words and sensory details.• Demonstrate command of pronoun use, sentence variety, dialogue punctuation.

Unit 2: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Reading a text closely to determine literary elements (Activities 2.5-8, 2.10-15)
- Writing and rewriting in ongoing efforts to achieve stylistic maturity (Activities 2.2, 2.6, 2.8, 2.15, 2.19)
- Identifying and applying the language of literary analysis (Activities 2.2, 2.4-7, 2.9-14)
- Varying and manipulating sentence structure for effect (Activities 2.6, 2.8, 2.15)
- Synthesizing, summarizing, paraphrasing, quoting and citing sources (2.18, 2.19)

Embedded Assessment 1: Responding to Literature	Embedded Assessment 2: Writing an Explanatory Essay
<p>Skills and Knowledge:</p> <ul style="list-style-type: none">• Write an explanatory response that addresses the prompt.• Analyze how literary element(s)—character, plot, setting, conflict—contribute to the overall text.• Develop ideas using relevant, supporting textual evidence.• Introduce a main idea in an engaging manner, organize ideas logically in the middle, and provide a satisfying conclusion.• Use a variety of transitions and precise literary terms in an insightful manner.• Demonstrate command of pronoun use, sentence variety, and verb tense.• Work through all stages of the writing process.	<p>Skills and Knowledge:</p> <ul style="list-style-type: none">• Write a multi-paragraph explanatory essay that addresses the prompt with clear focus and a sustained main idea.• Integrate relevant evidence from various sources (e.g., literature, nonfiction, personal experience, research) with detail and analyze with thoughtful commentary.• Organize an essay to begin with an engaging hook and clear thesis and end with an insightful conclusion.• Use a variety of transitions and topic sentences to create coherence and integrate ideas between and within body paragraphs.• Use precise, accurate diction to illustrate the topic and demonstrate command of parallel structure, commas in a series, and semicolons.• Work through all stages of the writing process.

Unit 3: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Synthesizing information from a variety of genres (Activities 3.3, 3.4, 3.8)
- Evaluating and incorporating referenced sources (Activities 3.3, 3.4, 3.5, 3.10)
- Analyzing how graphics and visual images relate to and support written texts (Activities 3.7, 3.8, EA1)
- Creating and sustaining arguments based on readings, research, and/or personal experience (Activities 3.8, 3.12, 3.14)
- Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure (3.6, 3.13, 3.15)

Embedded Assessment 1: Writing a Literary Analysis Essay	Embedded Assessment 2: Creating a Biographical Presentation
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Provide evidence of research (gathering evidence, forming questions, refocusing inquiry, and evaluating sources). • Avoid plagiarism through proper citation. • Sequence reasons and evidence to support claim during debate. • Integrate visual or multimedia displays to enhance and clarify information. • Transition between talking points and respond to others’ ideas by contributing new support or elaborating. • Use effective eye contact, volume, pacing, and clarity. • Maintain a consistent and appropriate style and tone. • Demonstrate command of the conventions of standard English. 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Write a multiparagraph letter that addresses the prompt. • Provide a clear claim supported with compelling reasons, evidence, and commentary. • Include relevant facts, details, quotes and/or paraphrases and rhetorical appeals (pathos, logos). • Organize a letter with an engaging introduction and thoughtful conclusion. • Use a variety of transitions within and between paragraphs to create coherence. • Use persuasive and connotative diction while maintaining appropriate style and tone. • Demonstrate command of the conventions of standard English. • Work through all stages of the writing process.

Unit 4: students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Reading to make careful observations of textual detail and drawing an interpretive conclusion about the meaning and value of a piece of writing (Activities 4.2, 4.6, 4.14)
- Analyzing literature using the language of literary analysis (Activities 4.6, 4.11, 4.12)
- Applying effective strategies and techniques in writing (Activities 4.4, 4.6, 4.15)
- Using logical organization, enhanced by specific techniques of coherence, such as repetition, transitions, and emphasis (Activities 4.4, 4.5)
- Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure (Activities 4.11, 4.12, 4.14)

Embedded Assessment 1: Researching and Presenting Shakespeare	Embedded Assessment 2: Performing Shakespearean
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Support a focused main idea with relevant descriptions, facts, and details from a variety of sources. • Include a complete and accurate bibliography or works cited page. • Demonstrate evidence of strong collaboration. • Sequence ideas effectively and include an engaging introduction, clear headings, smooth transitions, and a logical conclusion. • Integrate multimedia to enhance ideas. • Use transitions between talking points, effective eye contact, volume, pacing, and clarity. • Maintain appropriate style and tone; consistently use academic and literary vocabulary. • Demonstrate a command of the conventions of standard English, including a variety of syntax. 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate a deep understanding of scene and characters. • Use a variety of physical and visual elements (facial expressions, movement, props, background sounds/images) effectively. • Show evidence of extensive planning, rehearsal, reflection, and strong collaboration. • Sequence presentation of a scene with an engaging introduction, a clear middle, and an effective conclusion. • Use eye contact, volume, rate, inflection, tone, and rhythm to demonstrate effective oral interpretation. • Use punctuation cues (periods, commas, semi-colons, dashes, exclamation points) accurately and consistently to inform vocal delivery.