

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**Language Arts**

**GRADE 6**

Date of Board Approval: October 16, 2014

**CARLISLE AREA SCHOOL DISTRICT**  
**PLANNED INSTRUCTION COVER PAGE**

**TITLE OF COURSE:** Language Arts

**SUBJECT AREA:** English

**GRADE LEVEL:** 6

**COURSE LENGTH:** 1 year

**DURATION:** 90 min./ day

**FREQUENCY:** 5 times /week

**PREREQUISITES:** \_\_\_\_\_

**CREDIT:** n/a

**LEVEL:** n/a

**Course Description/Objectives:**

In sixth grade language arts, students develop reading, writing, speaking, and listening skills in order to become more effective communicators. Students refine their reading skills and strategies as they analyze both fiction and non-fiction text. By creating narrative, informational and persuasive pieces students develop personal writing styles and learn to use language purposefully. Participation in small and large group discussions will enable students to improve both listening and speaking skills. Research and technology skills are integrated throughout the course.

**Text:** *Prentice Hall Literature: Timeless Voices, Timeless Themes, Copper Edition* Prentice Hall 2004

**Additional Texts:** *Tuck Everlasting*

*Several novels are available for literature circles.*

**Curriculum Writing Committee:** Mary Crumlich      Debra Felix      Andrea Funk      Kristin Furness  
Josh Oswalt      Priscilla Pfahl      Peggy Weakland      Erin Witman

## COURSE TIME LINE

### **Unit 1: Metacognitive Strategies (Important)**

8 days

- Inferencing
- Monitoring Understanding
- Questioning
- Summarizing
- Visualizing
- Making Connections
- Synthesizing

### **Unit 2: Writing (Essential)**

30 days (on-going)

- Steps in the Writing Process
- Types of Writing
- Writing Workshop Procedures

### **Unit 3: Point of View and Author's Purpose (Compact)**

8 days

### **Unit 4: Elements of Fiction (Essential)**

28 days (on-going)

- Characterization
- Setting
- Plot
- Theme
- Tone and Mood
- Flashback and Foreshadowing
- Author's Use of Language
- Summarization
- Compare and Contrast

### **Unit 5: Informational Text (Essential)**

30 days

- Main Idea and Detail
- Summarization
- Compare and Contrast
- Text Structures

**Unit 6: Persuasion and Generalizations (Essential)**

10 days

- Propaganda
- Bias
- Stereotyping
- Generalizations

**Unit 7: Figurative Language and Poetry (Important)**

12 days

- Types of Figurative Language
- Forms of Poetry
- Interpreting Poetry
- Compare and Contrast

**Unit 8: Research (Important)**

10 days

- Types of Sources
- Questions to Focus Research
- Taking Notes
- Plagiarism
- Research-based Writing

**Unit 9: Word Study and Vocabulary (Essential)**

12 days (on-going)

- Word Structure
- Context Clues
- Homonyms/Homophones
- Synonyms and Antonyms
- Vocabulary Development
- Parts of Speech

**Unit 10: Language and Grammar (Essential)**

10 days (on-going)

- Parts of Speech
- Pronouns
- Forming Correct Sentences
- Sentence Patterns and Sentence Variety

- Mechanics

**Unit 11: Literature Circles (Compact)**

16 days

- Reading, Interpreting, and Responding
- Collaborative Discussion

**TOTAL:** 174 days

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 8 days

UNIT # 1: Metacognitive Strategies

GRADE: 6

## STANDARDS:

### Common Core

CCSS.ELA-Literacy.RL.6.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**CC.1.3.6.K**

CCSS.ELA-Literacy.RL.6.1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.1.3.6.B**

CCSS.ELA-Literacy.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.**CC.1.3.6.A**

CCSS.ELA-Literacy.W.6.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**CC.1.4.6.X**

**PA Common Core Standards are noted in boldface.**

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 8 days

UNIT # 1: Metacognitive Strategies

GRADE: 6

## UNDERSTANDINGS

Proficient readers use metacognitive strategies to comprehend what they read.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### Quiz

#### KNOW

- Define metacognition as the process of thinking about one's thinking.
- Define the following metacognitive strategies as:
  - Making connections is the ability to relate text to something in your life, another text, or the world.
  - Visualizing is the ability to use text to create a picture or movie in your head.
  - Questioning is the ability to create questions and answers using text.
  - Summarizing is the ability to state the important information in the text.
  - Inferencing is the ability to use prior knowledge and clues within the text to comprehend the text.
  - Monitoring understanding is the process of using decoding strategies and consistently checking for the meaning in the text.
  - Synthesizing is the ability to combine thinking strategies to make meaning of the text.

#### DO

- Make text to self, text to text, and text to world connections.
- Describe in writing or explain the images you (as a reader) create while reading a text.
- Formulate questions and answers based on the text. (use a variety of question types)
- Write a paragraph using the most important information in the text.
- Evaluate the information included in a summary.
- Use prior knowledge and clues within the text to make predictions.
- Use decoding strategies and consistently check for meaning in the text.
- Combine thinking strategies to make meaning of the text.
- Use the seven metacognitive strategies when talking or writing about texts.

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 30 days

UNIT # 2: Writing

GRADE: 6

## STANDARDS:

### Common Core

CCSS.ELA-Literacy.W.6.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.6.X**

CCSS.ELA-Literacy.W.6.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.6.**

CCSS.ELA-Literacy.W.6.5

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CC.1.4.6.T**

CCSS.ELA-Literacy.L.6.3.a

- Vary sentence patterns for meaning, reader/listener interest, and style.\* **CC.1.4.6.E, CC.1.4.6.K, CC1.4.6.Q**

CCSS.ELA-Literacy.L.6.3b

- Maintain consistency in style and tone. **CC1.4.6.E, CC1.4.6.K, CC1.4.6.Q**

CCSS.ELA-Literacy.L.6.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.5.6.G**

CCSS.ELA-Literacy.L.6.2

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R**

CCSS.ELA-Literacy.L.6.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC.1.5.6.G**

CCSS.ELA-Literacy.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. **CC.1.4.6.U**

CCSS.ELA-Literacy.W.6.1

- Write arguments to support claims with clear reasons and relevant evidence. **CC.1.4.6.G**

CCSS.ELA-Literacy.W.6.1.a

- Introduce claim(s) and organize the reasons and evidence clearly. **CC.1.4.6.H**



# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 30 days

**UNIT # 2:** Writing

**GRADE:** 6

CCSS.ELA-Literacy.W.6.1.b	• Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <b>CC.1.4.6.I</b>
CCSS.ELA-Literacy.W.6.1.c	• Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <b>CC.1.4.6.J</b>
CCSS.ELA-Literacy.W.6.1.d	• Establish and maintain a formal style. <b>CC.1.4.6.K</b>
CCSS.ELA-Literacy.W.6.1.e	• Provide a concluding statement or section that follows from the argument presented. <b>CC.1.4.6.J</b>
CCSS.ELA-Literacy.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. <b>CC.1.4.6.A</b>
CCSS.ELA-Literacy.W.6.2.a	• Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CC.1.4.6.B, CC.1.4.6.C</b>
CCSS.ELA-Literacy.W.6.2.b	• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <b>CC.1.4.6.C</b>
CCSS.ELA-Literacy.W.6.2.c	• Use appropriate transitions to clarify the relationships among ideas and concepts. <b>CC.1.4.6.D</b>
CCSS.ELA-Literacy.W.6.2.d	• Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>CC.1.4.6.E</b>
CCSS.ELA-Literacy.W.6.2.e	• Establish and maintain a formal style. <b>CC.1.4.6.E</b>
CCSS.ELA-Literacy.W.6.2.f	• Provide a concluding statement or section that follows from the information or explanation presented. <b>CC.1.4.6.D</b>
	•

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 30 days

**UNIT # 2:** Writing

**GRADE:** 6

CCSS.ELA-Literacy.W.6.3	<ul style="list-style-type: none"><li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>CC.1.4.6.M</b></li></ul>
CCSS.ELA-Literacy.W.6.3.a	<ul style="list-style-type: none"><li>• Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <b>CC.1.4.6.N</b></li></ul>
CCSS.ELA-Literacy.W.6.3.b	<ul style="list-style-type: none"><li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. <b>CC.1.4.6.O</b></li></ul>
CCSS.ELA-Literacy.W.6.3.c	<ul style="list-style-type: none"><li>• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. <b>CC.1.4.6.P</b></li></ul>
CCSS.ELA-Literacy.W.6.3.d	<ul style="list-style-type: none"><li>• Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <b>CC.1.4.6.O, CC.1.4.6.Q</b></li></ul>
CCSS.ELA-Literacy.W.6.3.e	<ul style="list-style-type: none"><li>• Provide a conclusion that follows from the narrated experiences or events. <b>CC.1.4.6.P</b></li></ul>

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 30 days

UNIT # 2: Writing

GRADE: 6

## UNDERSTANDINGS

Proficient writers use a writing process to write in a variety of structures for multiple purposes.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Two pieces of writing per making period will be assessed.  
(Rubric: focus, content, style, organization, mechanics)

### KNOW

- Identify a passage as narrative, expository, or persuasive writing.
- List steps in the writing process: pre-writing, drafting, revising, editing, and publishing.
- Identify the components of a paragraph including a topic sentence, supporting details, and a closing sentence.
- Describe the structure of an essay as: introduction with a thesis statement, three or more body paragraphs, and a conclusion paragraph.

### DO

- Write a paragraph that contains a topic sentence, supporting details, and a closing sentence.
- Develop and strengthen writing by planning, revising, editing, rewriting, or redrafting.
- Write persuasive pieces that support claims or positions with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas and information.
- Use precise language and domain-specific vocabulary to inform about, explain a topic, or to develop an argument.
- Establish and maintain a formal style when the purpose of the writing requires it.
- Write essays using an introduction, three or more body paragraphs, and a conclusion.
- Write narratives to develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences.
- Use the writing domains of the PSSA rubric to self-evaluate writing.
- Use technology to publish writing.

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 8 days

**UNIT # 3:** Point of View and Author's Purpose

**GRADE:** 6

## STANDARDS:

### Common Core

CCSS.ELA-Literacy.RL.6.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.6.K**

CCSS.ELA-Literacy.RI.6.10

- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.2.6.K**

CCSS.ELA-Literacy.RL.6.6

- Explain how an author develops the point of view of the narrator or speaker in a text. **CC.1.3.6.D**

CCSS.ELA-Literacy.RI.6.6

- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **CC.1.2.6.D**

CCSS.ELA-Literacy.W.6.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.6.X**

CCSS.ELA-Literacy.L.6.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.5.6.G**

CCSS.ELA-Literacy.L.6.2

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.6.F , CC.1.4.6.L, CC.1.4.6.R**

CCSS.ELA-Literacy.L.6.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC.1.5.6.G**

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 8 days

UNIT # 3: Point of View and Author's Purpose

GRADE: 6

## UNDERSTANDINGS

Proficient readers understand how and why the author's choice of point of view affects the reader's comprehension. Proficient readers also recognize how the author's purpose influences what the reader knows and understands.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Test

### KNOW

- Identify and define:
  - First person point of view
  - Second person point of view
  - Third person limited point of view
  - Third person omniscient point of view
  - Third person objective point of view
- Explain that an author uses signal words for each viewpoint.
- Identify inform, persuade, and entertain as purposes for writing.

### DO

- Analyze text to determine author's purpose. (inform, persuade, entertain)
- Use signal words within text to determine the point of view.
- Rewrite a first person passage into a third person limited passage or visa versa.
- Compare and contrast texts written from different viewpoints.
- Evaluate the effectiveness of point of view in text.
- Find examples of text that reflect different author's purposes.

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 28 days

UNIT # 4: Elements of Fiction

GRADE: 6

## STANDARDS:

### Common Core

- CCSS.ELA-Literacy.RL.6.10
  - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**CC.1.3.6.K**
- CCSS.ELA-Literacy.RL.6.1
  - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.1.3.6.B**
- CCSS.ELA-Literacy.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.**CC.1.3.6.A**
- CCSS.ELA-Literacy.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.**CC.1.3.6.C**
- CCSS.ELA-Literacy.RL.6.4
  - 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.**CC.1.3.6.F**
- CCSS.ELA-Literacy.RL.6.5
  - 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.**CC.1.3.6.E**
- CCSS.ELA-Literacy.RL.6.6
  - Explain how an author develops the point of view of the narrator or speaker in a text. **CC.1.3.6.D**
- CCSS.ELA-Literacy.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 contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.**CC.1.3.6.G**
- CCSS.ELA-Literacy.RL.6.9
  - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**CC.1.3.6.H**
- CCSS.ELA-Literacy.SL.6.1
  - 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. **CC.1.5.6.A**
- CCSS.ELA-Literacy.SL.6.1.c
  - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**CC.1.5.6.A**

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 28 days

UNIT # 4: Elements of Fiction

GRADE: 6

- |                           |  |
|---------------------------|--|
| CCSS.ELA-Literacy.W.6.9   | • Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.6.S</b>  |
| CCSS.ELA-Literacy.W.6.9.a | • Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). <b>CC.1.3.6.H</b> |
| CCSS.ELA-Literacy.W.6.10  | • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>CC.1.4.6.X</b>                              |
| CCSS.ELA-Literacy.W.6.4   | • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.6.</b>  |
| CCSS.ELA-Literacy.W.6.5   | • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC.1.4.6.T</b>  |
| CCSS.ELA-Literacy.L.6.1   | • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.5.6.G</b>   |
| CCSS.ELA-Literacy.L.6.2   | • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.6.F , CC.1.4.6.L,CC.1.4.6.R</b>   |
| CCSS.ELA-Literacy.L.6.3   | • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>CC.1.5.6.G</b>   |
| *CCSS.ELA-Literacy.SL.6.4 | • 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. <b>CC.1.5.6.D</b>                            |
| *CCSS.ELA-Literacy.SL.6.5 | • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <b>CC.1.5.6.F</b>  |

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 28 days

**UNIT # 4:** Elements of Fiction

**GRADE:** 6

## UNDERSTANDINGS

Proficient readers use story elements to comprehend and analyze works of fiction. Works of fiction include short stories, novels, and plays.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Story Elements Test or Project

\*Students are required to present in at least one of the following units: Elements of Fiction, Persuasion and Generalizations, Research, or Poetry and Figurative Language.

### KNOW

- Identify story elements as characterization, setting, plot, and theme.
- Describe characterization as the methods an author uses to reveal how the character looks, feels, acts, relates to others, and changes throughout the text.
- Define setting as the time, place, mood, and tone of the story.
- Explain that plot structure includes conflict, rising action, climax, falling action, and resolution.
- State that theme can be either implied or explicitly stated in the text.
- Explain that a story summary briefly describes characters, setting, plot, and theme.
- Explain that authors include flashbacks and use foreshadowing when organizing text.
- Explain that a script contains dialogue, stage directions, and narration.

### DO

- Analyze plot structure.
- Identify flashbacks and foreshadowing in text and discuss their impacts.
- Identify the theme and provide text evidence that supports the theme.
- Cite text evidence to support character traits/characterization.
- Evaluate the effectiveness of point of view in text.
- Analyze how an author uses language to develop the theme, setting, or plot.
- Track how a character changes throughout a fictional work.
- Write an analysis of a character using character traits and examples from the text.
- Write a summary using story elements.
- Compare and contrast two fictional texts in writing. (including theme, plot, and characterization)
- Respond to literature in a journal.
- Discuss the differences between plays, novels, and short stories.
- Compare the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
- Read and interpret a play.
- \*Convey information in a presentation that incorporates multimedia components.(graphics, images, music, sound)



# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 30 days

UNIT # 5: Informational Text

GRADE: 6

## STANDARDS:

### Common Core

CCSS.ELA-Literacy.RI.6.10

- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.2.6.K**

CCSS.ELA-Literacy.RI.6.1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.2.6.B**

CCSS.ELA-Literacy.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. **CC.1.2.6.**

CCSS.ELA-Literacy.RI.6.3

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **CC.1.2.6.C**

CCSS.ELA-Literacy.RI.6.4

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **CC.1.2.6.F**

CCSS.ELA-Literacy.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. **CC.1.2.6.E**

CCSS.ELA-Literacy.RI.6.6

- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **CC.1.2.6.D**

CCSS.ELA-Literacy.RI.6.9

- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **CC.1.2.6.I**

CCSS.ELA-Literacy.SL.6.1

- 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. **CC.1.5.6.A**

CCSS.ELA-Literacy.W.6.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.6.S**

CCSS.ELA-Literacy.W.6.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.6.X**

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 30 days

**UNIT # 5:** Informational Text

**GRADE:** 6

CCSS.ELA-  
Literacy.W.6.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.6.**

CCSS.ELA-  
Literacy.L.6.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.5.6.G**

CCSS.ELA-  
Literacy.L.6.2

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.6.F , CC.1.4.6.L,CC.1.4.6.R**

CCSS.ELA-  
Literacy.L.6.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC.1.5.6.G**

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 30 days

UNIT # 5: Informational Text

GRADE: 6

## UNDERSTANDINGS

Proficient readers use main ideas and supporting details to comprehend non-fiction and to communicate information. Proficient readers use text organization to assist them in comprehension of text, and to assist them in writing new texts.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Test

### KNOW

- Define main idea as the author's central thought that is stated or implied.
- Describe supporting details as facts, examples, or other small pieces of information that explain each main idea.
- Explain that a summary of expository text uses main idea and details.
- Explain that the "who, what, when, where, and how" model provides a framework for a non-fiction summary.
- Define a fact as a detail that can be proven.
- Define an opinion as what you think and feel.
- Recognize that text can be organized by sequence of events, cause/effect, compare/contrast, problem/solution, and question/answer.
- List commonly used signal words for a given text structure.
- Explain that authors use text features to organize information for the reader.

### DO

- Determine an author's point of view or purpose in a non-fiction text and explain how it is conveyed in the text.
- Identify stated and implied main ideas and supporting details using a graphic organizer.
- Categorize details as fact or opinion.
- Rank details in order of significance.
- Discuss the author's word choices.
- Determine the meanings of words and phrases used in non-fiction text.
- Write a summary of a non-fiction text using the elements of non-fiction text (main idea, details, who, what, when, where, why, how).
- Use a graphic organizer to compare non-fiction texts using main ideas and details from each text.
- Use a graphic organizer to compare fiction and non-fiction texts using story elements, main ideas and details.
- Write an essay comparing and contrasting fiction and non-fiction texts.
- Use signal words to determine the text structure of a passage.
- Interpret and write in each text structure using signal words.
- Analyze how particular sentences and paragraphs fit into the structure of a piece.
- Cite evidence to explain how a particular text is organized.
- Compare and contrast two authors' presentations of events or information.

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 10 days

UNIT # 6: Persuasion and Generalizations

GRADE: 6

## STANDARDS:

### Common Core

CCSS.ELA-Literacy.RI.6.10

- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**CC.1.2.6.K**

CCSS.ELA-Literacy.RI.6.1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.1.2.6.B**

CCSS.ELA-Literacy.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.**CC.1.2.6.**

CCSS.ELA-Literacy.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.**CC.1.2.6.E**

CCSS.ELA-Literacy.RI.6.6

- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.**CC.1.2.6.D**

CCSS.ELA-Literacy.RI.6.7

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**CC.1.2.6.G**

CCSS.ELA-Literacy.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.**CC.1.2.6.H**

CCSS.ELA-Literacy.SL.6.2

- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**CC.1.5.6.B**

CCSS.ELA-Literacy.SL.6.3

- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**CC.1.5.6.C**

CCSS.ELA-Literacy.W.6.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research.**CC.1.4.6.S**

CCSS.ELA-Literacy.W.6.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**CC.1.4.6.X**

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 10 days

**UNIT # 6:** Persuasion and Generalizations

**GRADE:** 6

- |                           |   |
|---------------------------|---|
| CCSS.ELA-Literacy.W.6.4   | • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.6.</b>   |
| CCSS.ELA-Literacy.L.6.3   | • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>CC.1.5.6.G</b>  |
| CCSS.ELA-Literacy.W.6.9.b | • Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "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"). <b>CC.1.2.6.H</b> |
| CCSS.ELA-Literacy.SL.6.4  | • 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. <b>CC.1.5.6.D</b>           |
| CCSS.ELA-Literacy.SL.6.5  | • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <b>CC.1.5.6.F</b>   |

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 10 days

**UNIT # 6:** Persuasion and Generalizations

**GRADE:** 6

## UNDERSTANDINGS

Proficient readers understand how the author's purpose influences the use of bias and propaganda. Proficient readers make generalizations to comprehend text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Quiz and persuasive essay

\*Students are required to present in at least one of the following units: Elements of Fiction, Persuasion and Generalizations, Research, or Poetry and Figurative Language.

### KNOW

- Define propaganda as persuasive tactics used to influence people to believe, buy, or do something.
- Define bias as a judgment based on a personal point of view.
- Use clue words to identify bias and propaganda in print text.
- Define stereotyping as to believe unfairly that all people or things with a particular characteristic are the same.
- Define a generalization as a claim that may or may not be supported by reason or evidence. Valid generalizations are supported by evidence; invalid generalizations are not.

### DO

- Determine an author's point of view or purpose in a non-fiction text and explain how it is conveyed in the text.
- Analyze multimedia or visual text to determine the author's position or claim.
- Explain in writing how the author's use of propaganda and bias affects the validity of the text.
- Make generalizations and determine if they are valid or invalid based on the details from the text.
- Produce a persuasive essay. (see writing unit)
- \*Convey information in a presentation that incorporates multimedia components.(graphics, images, music, sound)

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 12 days

UNIT # 7: Figurative Language and Poetry

GRADE: 6

## STANDARDS:

### Common Core

- CCSS.ELA-Literacy.RL.6.10 • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.6.K**
- CCSS.ELA-Literacy.RL.6.1 • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.6.B**
- CCSS.ELA-Literacy.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. **CC.1.3.6.A**
- CCSS.ELA-Literacy.RL.6.4 • 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. **CC.1.3.6.F**
- CCSS.ELA-Literacy.RL.6.5 • 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. **CC.1.3.6.E**
- CCSS.ELA-Literacy.RL.6.6 • Explain how an author develops the point of view of the narrator or speaker in a text. **CC.1.3.6.D**
- CCSS.ELA-Literacy.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 contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. **CC.1.3.6.G**
- CCSS.ELA-Literacy.RL.6.9 • Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **CC.1.3.6.H**
- CCSS.ELA-Literacy.SL.6.1 • 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. **CC.1.5.6.A**
- CCSS.ELA-Literacy.SL.6.1.c • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **CC.1.5.6.A**
- CCSS.ELA-Literacy.W.6.9 • Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.6.S**

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 12 days

UNIT # 7: Figurative Language and Poetry

GRADE: 6

- |                           |   |
|---------------------------|---|
| CCSS.ELA-Literacy.L.6.5.a | • Interpret figures of speech (e.g., personification) in context. <b>CC.1.2.6.F, CC.1.3.6.F</b>   |
| CCSS.ELA-Literacy.L.6.5   | • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.2.6.F, CC.1.3.6.F</b>   |
| CCSS.ELA-Literacy.W.6.10  | • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>CC.1.4.6.X</b>                 |
| CCSS.ELA-Literacy.W.6.4   | • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.6.</b>   |
| CCSS.ELA-Literacy.W.6.5   | • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC.1.4.6.T</b>   |
| CCSS.ELA-Literacy.L.6.3   | • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>CC.1.5.6.G</b>  |
| CCSS.ELA-Literacy.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. <b>CC.1.4.6.U</b> |
| *CCSS.ELA-Literacy.SL.6.4 | • 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. <b>CC.1.5.6.D</b>               |
| *CCSS.ELA-Literacy.SL.6.5 | • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <b>CC.1.5.6.F</b>   |



# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 12 days

**UNIT # 7:** Figurative Language and Poetry

**GRADE:** 6

## UNDERSTANDINGS

Proficient readers use figurative language to comprehend what they read. Poets use a variety of structures and forms as well as figurative language to express ideas and feelings.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Test

\*Students are required to present in at least one of the following units: Elements of Fiction, Persuasion and Generalizations, Research, or Poetry and Figurative Language.

### KNOW

- Define alliteration as the repetition of initial consonant sounds in neighboring words.
- Define personification as an object or abstract idea given human qualities or human form.
- Define simile as a comparison of two unlike things in which a word of comparison is used, and metaphor as a figure of speech that expresses an idea through the image of another object.
- Identify personification, alliteration, simile, metaphor in poetry and prose.
- Identify rhyme schemes and rhythm in a poem.
- Identify common forms of poetry (haiku, free verse, and couplet).
- Identify speaker/voice/point of view in a poem.

### DO

- Analyze personification, alliteration, simile, metaphor in poetry and prose.
- Discuss the experience of reading a story, drama, or poem and how it compares to listening to or viewing an audio, video, or live version of the text.
- Write poetry using personification, alliteration, simile, and metaphors.
- Write using common forms of poetry.
- Use elements of figurative language to interpret poetry.
- Analyze the poet's word choice and how it conveys tone and mood in a poem.
- Compare and contrast two poems.
- Compare and contrast fiction (including poetry) and non-fiction in regards to genre, literary elements and figurative language using a graphic organizer.
- \*Convey information in a presentation that incorporates multimedia components.(graphics, images, music, sound)

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 10 days

**UNIT # 8:** Research

**GRADE:** 6

## STANDARDS:

### Common Core

CCSS.ELA-Literacy.W.6.7

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **CC.1.4.6.V**

CCSS.ELA-Literacy.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. **CC.1.4.6.W**

CCSS.ELA-Literacy.W.6.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.6.S**

CCSS.ELA-Literacy.RI.6.10

- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.2.6.K**

CCSS.ELA-Literacy.RI.6.1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.2.6.B**

CCSS.ELA-Literacy.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. **CC.1.2.6.A**

CCSS.ELA-Literacy.RI.6.6

- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **CC.1.2.6.D**

CCSS.ELA-Literacy.RI.6.7

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **CC.1.2.6.G**

CCSS.ELA-Literacy.W.6.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.1.4.6.X**

CCSS.ELA-Literacy.W.6.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.6.**

CCSS.ELA-Literacy.W.6.5

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CC.1.4.6.T**

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 10 days

**UNIT # 8:** Research

**GRADE:** 6

CCSS.ELA-  
Literacy.L.6.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC.1.5.6.G**

CCSS.ELA-  
Literacy.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. **CC.1.4.6.U**

\*CCSS.ELA-  
Literacy.SL.6.4

- 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. **CC.1.5.6.D**

\*CCSS.ELA-  
Literacy.SL.6.5

- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **CC.1.5.6.F**

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 10 days

**UNIT # 8:** Research

**GRADE:** 6

## UNDERSTANDINGS

Proficient readers and writers use their research findings to communicate information.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Research-based piece of writing

\*Students are required to present in at least one of the following units: Elements of Fiction, Persuasion and Generalizations, Research, or Poetry and Figurative Language.

### KNOW

- Define research as an inquiry based process for seeking knowledge.
- Identify a source as valid and reliable.
- Define a primary source as first-hand account of an event.
- Define secondary sources a second-hand account of an event.
- Define plagiarism as copying work that is not yours or not giving credit for using the ideas of others.
- Define paraphrasing text as restating ideas from someone else's writing.

### DO

- Use reliable primary and secondary sources to gather information about a topic.
- Write effective questions to direct research.
- Paraphrase information without plagiarizing.
- Organize information using a graphic organizer.
- Write a bibliography or works cited page to credit sources of information.
- Use information to develop a piece of writing.
- \*Convey information in a presentation that incorporates multimedia components.(graphics, images, music, sound)

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 12 days

**UNIT # 9:** Word Study

**GRADE:** 6

## STANDARDS:

### Common Core

CCSS.ELA-Literacy.L.6.4

- 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.**CC.1.2.6.K, CC1.3.6.I**

CCSS.ELA-Literacy.L.6.4.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.**CC.1.2.6.K, CC1.3.6.I**

CCSS.ELA-Literacy.L.6.4.b

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).**CC.1.2.6.K, CC1.3.6.I**

CCSS.ELA-Literacy.L.6.4.c

- 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 part of speech.**CC.1.2.6.K, CC1.3.6.I**

CCSS.ELA-Literacy.L.6.4.d

- 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). **CC.1.2.6.K, CC1.3.6.I**

CCSS.ELA-Literacy.L.6.5

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**CC.1.2.6.F, CC.1.3.6.F**

CCSS.ELA-Literacy.L.6.5.b

- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**CC.1.2.6.K, CC1.3.6.I**

CCSS.ELA-Literacy.L.6.5.c

- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, un wasteful, thrifty*).

CCSS.ELA-Literacy.L.6.6

- 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.**CC.1.2.6.J**

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 12 days

UNIT # 9: Word Study

GRADE: 6

## UNDERSTANDINGS

Proficient readers use knowledge of phonics, syllabication, word parts, and context clues to decode and encode unknown words.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Quizzes

### KNOW

- Define context clues as words and sentences that surround a word and help a reader to determine the meaning of a word.
- Define a synonym as a word with similar meaning and an antonym is a word with the opposite meaning.
- Define homophones as words that sound the same, but are spelled differently.
- Define affixes as prefixes or suffixes.
- Identify the meaning of the following prefixes: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, and sub-
- Identify the meaning of the following suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, tion, and -en
- Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.

### DO

- Decode and comprehend unknown words using syllabication, root/base words, affixes, and context clues.
- Identify, write and comprehend synonyms/antonyms, compound words and homophones/homographs.
- Use homophones correctly.(e.g., to/too, its/it's, your/you're, whose/who's, there/their/they're)
- Utilize context clues to understand multiple meaning words and comprehend text.
- Utilize print and digital reference materials to find spelling, pronunciation, meaning, and the part of speech for unknown words.
- Discuss the differences in connotation among synonyms. (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- Build vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 10 days

UNIT # 10: Language and Grammar

GRADE: 6

## STANDARDS:

### Common Core Standards

- CCSS.ELA-Literacy.L.6.1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC1.4.6.F, CC1.4.6.L, CC1.4.6.R**
- CCSS.ELA-Literacy.L.6.1a • Ensure that pronouns are in the proper case (subjective, objective, possessive).
- CCSS.ELA-Literacy.L.6.1b • Use intensive pronouns (e.g., *myself, ourselves*).
- CCSS.ELA-Literacy.L.6.1c • Recognize and correct inappropriate shifts in pronoun number and person.
- CCSS.ELA-Literacy.L.6.1d • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- CCSS.ELA-Literacy.L.6.1e • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. **CC1.5.6.G**
- CCSS.ELA-Literacy.L.6.2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC1.4.6.F, CC1.4.6.L, CC1.4.6.R**
- CCSS.ELA-Literacy.L.6.2a • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- CCSS.ELA-Literacy.L.6.2b • Spell correctly. **CC1.4.6.F, CC1.4.6.L, CC1.4.6.R**
- CCSS.ELA-Literacy.L.6.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC1.4.6.F, CC1.4.6.L, CC1.5.6.G**
- CCSS.ELA-Literacy.L.6.3a • Vary sentence patterns for meaning, reader/listener interest, and style. **CC1.4.6.E, CC1.4.6.K, CC1.4.6.Q**

# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 10 days

UNIT # 10: Language and Grammar

GRADE: 6

## UNDERSTANDINGS

Language is the main way that individuals communicate their thoughts and feelings. To communicate effectively in spoken and written language it is critical to understand and apply grammar. Formal communication requires correct usage and grammar.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Formative assessment occurs throughout the year in writing and literature lessons. Published pieces of writing are assessed for style and conventions.

### KNOW

- Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.
- Identify the subject and predicate of a sentence.
- Identify different sentence patterns in writing.  
[S-V, S-V-DO, S-V- IO-DO]
- Define fragment and run-on sentence.
- Categorize pronouns as subjective, objective, and possessive.
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

### DO

- Analyze the structure of sentences through diagrams or graphic organizers. (sentences from texts read and student writing)
- Use varied sentence patterns for meaning, style, and reader interest.
- Correct fragments in writing. (unless they are used for effect)
- Correct run-on sentences in writing.
- Use intensive pronouns correctly. (e.g. myself, ourselves)
- Recognize and correct vague pronouns.(ones with unclear or ambiguous antecedents)
- Recognize that pronouns and antecedents must agree in number and person.
- Consult electronic and print references to correct punctuation, spelling, and capitalization.
- Spell frequently used words correctly.
- Use spell-check on word-processed documents.
- Capitalize the first word in a sentence.
- Capitalize proper nouns.
- Capitalize "Mom, Dad..." when used as proper nouns.
- Capitalize words in titles correctly.
- Use correct end of sentence punctuation.
- Use apostrophes for contractions and possessives.
- Use commas to set off nonrestrictive/parenthetical elements in a sentence.
- Use commas to separate items in a series.
- Use quotation marks and correct punctuation to mark dialogue.
- Indent or double space paragraphs.



# KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 16 days

UNIT # 11: Literature Circles

GRADE: 6

## STANDARDS:

### Common Core

- CCSS.ELA-Literacy.RL.6.1 • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.6.B**
- CCSS.ELA-Literacy.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. **CC.1.3.6.A**
- CCSS.ELA-Literacy.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. **CC.1.3.6.C**
- CCSS.ELA-Literacy.RL.6.4 • 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. **CC.1.3.6.F**
- CCSS.ELA-Literacy.RL.6.5 • 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. **CC.1.3.6.E**
- CCSS.ELA-Literacy.RL.6.6 • Explain how an author develops the point of view of the narrator or speaker in a text. **CC.1.3.6.D**
- CCSS.ELA-Literacy.RL.6.10 • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.6.K**
- CCSS.ELA-Literacy.SL.6.1 • 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. **CC.1.5.6.A**
- CCSS.ELA-Literacy.SL.6.1.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. **CC.1.5.6.A**
- CCSS.ELA-Literacy.SL.6.1.b • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **CC.1.5.6.A**
- CCSS.ELA-Literacy.SL.6.1.c • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **CC.1.5.6.A**
- CCSS.ELA-Literacy.SL.6.1.d • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **CC.1.5.6.B**
- CCSS.ELA-Literacy.SL.6.6 • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.6.E**

# KNOW, UNDERSTAND, DO

**COURSE:** Language Arts

**TIME FRAME:** 16 days

**UNIT # 11:** Literature Circles

**GRADE:** 6

## UNDERSTANDINGS

Discussing literature involves reflecting on a text, listening to the ideas of others, and refining one's interpretation of a novel or any literary work.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Project-based assessment (in collaborative groups or independently)

### KNOW

- Describe the elements of discussion etiquette.  
[Expressing an opinion, responding to others' comments, disagreeing, soliciting a response, asking for clarification, interruption, and offering suggestions.]

\*Literature circles require students to apply literary analysis skills developed throughout the year.

### DO

- Independently read and interpret a novel.
- Examine literary elements and devices in a novel to demonstrate comprehension.
- Create questions that prompt deeper thinking and discussion.
- Actively listen and respond in literary discussions.
- Clarify, illustrate, or expand upon ideas in a literary discussion.
- Reflect in writing while reading a novel.

## Language and Grammar Scope and Sequence

### Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

**I= Instruct    B= Build    S= Strengthen    M= Maintain**

<b>Parts of Speech</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Form and use verbs in active and passive voice.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>Sentence Building</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify the subject and predicate of a sentence.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and correct fragments in writing. (unless they are used for effect)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and correct run-on sentences in writing.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	<b>I</b>	<b>I</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Explain the functions of participles, infinitives, and gerunds.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use phrases (verbals, appositives, prepositional) to write effectively.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Define and identify dependent and independent clauses.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify simple, compound, and complex sentences in texts and use them in writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Analyze the structure of sentences through diagrams or graphic organizers. (sentences from texts read and students' writing)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

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<b>Usage</b>	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use intensive pronouns correctly. (e.g. myself, ourselves)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Recognize that pronouns and antecedents must agree in number and person.	<b>I</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Recognize that subjects and verbs must agree with each other.	<b>I</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use adverbs and adjectives correctly. (e.g. good/well)	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately )	<b>I</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Maintain verb tense (past, present, future) throughout a piece of writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Recognize and correct inappropriate shifts in verb voice and mood.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use parallel structure.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>
Resolve usage issues by consulting references.	<b>I</b>	<b>B</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>
<b>Mechanics</b>	6	7	8	9	10	11	12
<b>Spelling</b>							
Spell frequently used words correctly.	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Consult electronic and print references to correct spelling.	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use spell-check on word-processed documents.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Eliminate spelling errors during the editing phase of formal writing assignments.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

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<b>Mechanics</b> (continued)	6	7	8	9	10	11	12
Capitalization							
Capitalize the first word in a sentence.	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Capitalize proper nouns.	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Capitalize "Mom, Dad..." when used as proper nouns.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Capitalize words in titles correctly.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Consult references to correct capitalization.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>Punctuation</b>	6	7	8	9	10	11	12
Use correct end of sentence punctuation.	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use apostrophes for contractions and possessives.	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use commas to separate items in a series.	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use commas to set off nonrestrictive/parenthetical elements in a sentence	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use commas to separate coordinate adjectives.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use commas before coordinator in compound sentences.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use commas to around interrupters(appositives, direct address, interjections)		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Distinguish and divide main and subordinate clauses using commas and semi-colons.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>
Use quotation marks and correct punctuation to mark dialogue.	<b>B</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Correctly punctuate quotations integrated into an essay.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use semicolons to join independent clauses with or without conjunctive adverbs.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use colons to introduce a list or a quotation.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>
Use a comma, ellipsis, or dash to indicate a pause or break.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use an ellipsis to indicate an omission.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Observe hyphenation conventions.					<b>I</b>	<b>S</b>	<b>M</b>
Consult references to correct punctuation.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>Formatting</b>							

Indent or double space paragraphs.	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		<b>I</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>I= Instruct    B= Build    S= Strengthen    M= Maintain</b>							
<b>Style/Rhetoric</b>	6	7	8	9	10	11	12
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>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Maintain a consistent point of view within a piece of writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Maintain consistency in style and tone.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>
Vary sentence patterns for meaning, style, and reader interest.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>

## ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research papers
- 5) Oral presentations:
- 6) Posters/Pictures
- 7) Homework
- 8) Class discussion
- 9) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization



## **Adaptation/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)