Select a Course:	Language Arts Grade 6
Teacher:	CORE Language Arts Grade 6
Course:	Language Arts Grade 6
Year:	2016-17
Months:	- All -

🏠 6th Grade ELA Reading Strategies

Enguring Understandings ✄	**Essential Questions** ✄	**Standards** ✄	**Knowledge & Skills** ✄	**Academic Language** ✄
🏠 Metacognition is the foundation of the learning process. 🏠 Discussion leads to a deeper understanding. 🏠 Readers employ a variety of strategies to comprehend a text. 🏠 Using other sources can effectively build comprehension when used and cited correctly. 🏠 Readers annotate texts in order to track their thinking and to engage with the texts. 🏠 Readers use schema to make connections and inferences to better comprehend and appreciate a text.	🏠 Why read? 🏠 What do good readers do? How do I know if I'm "really" reading? 🏠 What is metacognition and how does it relate to your ability to solve problems? 🏠 What kinds of discussions lead to better understanding? 🏠 Why do readers employ different strategies at different times? 🏠 What strategies have been most successful for building your comprehension? 🏠 How do sources enhance our understanding of a subject?	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. RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. W.6.1 - Write arguments to support claims with clear reasons and relevant evidence. G6-8:1.1 - Use features of a computer operating system (e.g., determine available space on local storage devices and remote storage resources, access the size and format of files, identify the version of an application). G6-8:1.2 - Identify successful troubleshooting strategies for minor hardware and software issues/problems (e.g., "frozen screen"). G6-8:1.7 - Create, save, open, and import a word processing document in different file formats (e.g., RTF, HTML). G6-8:1.8 - Describe the structure and function of a database, using related terms appropriately.	🏠 How reading is used in a variety of contexts and in a variety of careers 🏠 Reading Strategies: 　○ Connections 　○ Inferences 　○ Questions 　○ Determining Importance 　○ Metacognition 　○ Rereading 　○ Context Clues 🏠 The definition of metacognition 🏠 A list of common themes 🏠 A variety of Literature Genres 🏠 Use reading strategies to understand a text 🏠 Cite a source (at a basic level) 🏠 Compare and contrast genres and subgenres of literature 🏠 Identify big ideas or themes in a text 🏠 Reflect on their reading skills and the strategies they employ 🏠 Monitor their	🏠 Metacognition 🏠 Context Clues 🏠 Schema 🏠 Theme 🏠 Thin Questions 🏠 Thick Questions 🏠 Annotation 🏠 Inference 🏠 Paraphrasing 🏠 Summarizing 🏠 Text Features

			reading metacognitively	
		G6-8:2.1 - Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.		
		G6-8:2.4 - Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).		
		G6-8:2.7 - Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.		
		G6-8:3.1 - Explain and demonstrate effective searching and browsing strategies when working on projects.		
		G6-8:3.2 - Collect, organize, and analyze digital information from a variety of sources, with attribution.		
		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.		
		IL.SEL.6-8.1.A.3a - Analyze factors that create stress or motivate successful performance.		
		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.		

September

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

October

🏠 6th Grade ELA Personal Freedoms

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 Every cause has an effect. 🏠 Appreciation 🏠 Freedom isn't free. 🏠 Characters are developed in a variety of ways. 🏠 With risks come great rewards.	🏠 How does government control impact citizens?/How much control should government have over citizens? 🏠 Is there a price to pay for freedom? 🏠 How do characters develop throughout a story? 🏠 Why should we take risks?	L.6.4a - 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. L.6.4d - 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). RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g.,	🏠 Students will be able to understand that every cause has an effect. 🏠 Students will be able to analyze character traits and how characters develop throughout a story.	🏠 Characterization (implicit & explicit) 🏠 Textual Evidence 🏠 Demoocracy 🏠 Freedom 🏠 Compare/Contrast 🏠 Analogy

🏠 Why does every cause have an effect?

through examples or anecdotes).

RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

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.

RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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.

RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.

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.

SL.6.1a - 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.

W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.

G6-8:3.1 - Explain and demonstrate effective searching and browsing strategies when working on projects.

G6-8:3.2 - Collect, organize, and analyze digital information from a variety of sources, with attribution.

G6-8:3.4 - Independently use appropriate technology tools (e.g., graphic organizer) to define problems

🏠 Retell

🏠 Support

🏠 Refer

🏠 Identify

🏠 Organize

🏠 Develop

and propose hypotheses.

G6-8:3.7 - Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.

G6-8:3.9 - Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).

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.

November

🏠 Author's Craft

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 Three types of irony exist that authors use to entertain the reader.	🏠 How does the use of irony in a story impact the reader?	L.6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	🏠 Three Types of Irony	🏠 Irony
🏠 Authors use figuarative language for a multitue of reasons.	🏠 Why do authors use various literary elements and how do those elements impact the reader?	L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	○ Verbal ○ Situational ○ Dramatic	🏠 Figurative Language
🏠 The author will use tone and mood to impact the reader.		RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		🏠 Tone
🏠 Making a claim and supporting it with textual evidence is an imporatnt skill.	🏠 Why is it beneficial to be able to support a claim with textual evidence?	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.		🏠 Mood
		SL.6.1a - 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.		🏠 Claim
		W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		🏠 Support
		G6-8:1.6 - Demonstrate use of intermediate features in word processing applications (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables).		🏠 Textual Evidence
		G6-8:1.25 - Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.		🏠 Verbal Irony
				🏠 Situational Irony
				🏠 Dramatic Irony

G6-8:3.1 - Explain and demonstrate effective searching and browsing strategies when working on projects.

G6-8:3.4 - Independently use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.

IL.SEL.6-8.1.A.3b - Apply strategies to manage stress and to motivate successful performance.

IL.SEL.6-8.2.A.3a - Predict others' feelings and perspectives in a variety of situations.

IL.SEL.6-8.2.A.3b - Analyze how one's behavior may affect others.

December	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

January	**🏠 Societal Injustices**				

Enduring Understandings ✕

🏠 Racism has a negative impact on society.

🏠 Homelessness can affect all people from many different walks of life.

🏠 Illiteracy prevents people from fully participating in society.

🏠 Even though segregation is not supported by laws, it occurs in society.

🏠 Tall tales and legends (Students will understand how life experiences shape one's identity and one's perception of the world)

Essential Questions ✕

🏠 What makes a house a home?

🏠 What makes someone or something legendary?

🏠 Why is it important to accept those who are different?

🏠 Why is it important for stories to be passed down (orally) from generation to generation?

Standards ✕

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.

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.

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.

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.

W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

G6-8:2.7 - Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.

G6-8:3.3 - Use a variety of computing devices (e.g., probeware, handheld computers, digital cameras, scanners) to

Knowledge & Skills ✕

🏠 Perspective/Point of View

🏠 Figurative Language

🏠 Empathy

🏠 Acceptance/Tolerance

🏠 Stereotypes

🏠 Prejudice

Academic Language ✕

🏠 Legends/legendary

🏠 Discrimination

🏠 Segregation

🏠 Illiteracy

🏠 Justice/Injustice

🏠 Civil Rights

🏠 Analyze

🏠 Describe

🏠 Develop

🏠 Determine

🏠 Tone

collect, analyze, and present information for curriculum assignments.

G6-8:3.7 - Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.

G6-8:3.9 - Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).

RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

IL.SEL.6-8.3.A.3b - Analyze the reasons for school and societal rules.

IL.SEL.6-8.3.A.3a - Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.

IL.SEL.6-8.3.B.3b - Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.

🏠 Structure

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

February

March

🏠 Research

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 It is important to find and evaluate the reliability of sources. 🏠 The ability to paraphrase demonstrates sound research practice. 🏠 Once one finds reliable information, it is important to synthesize it to create a different level of understanding. 🏠 There are correct and acceptable ways to appropriately cite sources. 🏠 The ability to determine importance is a valuable research skill.	🏠 How can you determine the reliability of a source? 🏠 How can you determine what is important? 🏠 How can research support a thesis? 🏠 How does research impact our lives? 🏠 How can a writer locate, gather, understand, and present research?	L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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. 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. SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. W.6.2a - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting	🏠 Presentation Skills: • Eye contact • Body language • Nonverbal/Verbal • Intonation • Rate • Delivery • Pitch 🏠 Paraphrasing 🏠 Plagiarism 🏠 Citations 🏠 Internet Databases 🏠 Voice	🏠 Cite 🏠 Synthesize 🏠 Integrate 🏠 Articulate 🏠 Support 🏠 Summarize 🏠 Paraphrase

(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Summarizing

W.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c - Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e - Establish and maintain a formal style.

W.6.2f - Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3a - 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.

W.6.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e - Provide a conclusion that follows from the narrated experiences or events.

G6-8:1.7 - Create, save, open, and import a word processing document in different file formats (e.g., RTF, HTML).

G6-8:1.14 - Use various number formats (e.g., scientific notation, percentages, exponents) as appropriate.

G6-8:1.18 - Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).

G6-8:1.24 - Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).

G6-8:1.25 - Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.

G6-8:2.2 - Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law.

G6-8:2.3 - Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.

G6-8:2.8 - Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.

G6-8:3.1 - Explain and demonstrate effective searching and browsing strategies when working on projects.

G6-8:3.2 - Collect, organize, and analyze digital information from a variety of sources, with attribution.

G6-8:3.3 - Use a variety of computing devices (e.g., probeware, handheld computers, digital cameras, scanners) to collect, analyze, and present information for curriculum assignments.

G6-8:3.4 - Independently use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.

G6-8:3.5 - Use and modify databases and spreadsheets to analyze data and propose solutions.

G6-8:3.8 - Identify differences between various media and explain issues associated with repurposing information from one medium to another (e.g., from print to the Web).

G6-8:3.9 - Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).

IL.SEL.6-8.3.B.3a - Analyze how decision-making skills improve study habits and academic performance.

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).

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. SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)		

	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
April					

May

🏠 Courage

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 Life in the 1940s was largely impacted by war 🏠 It is important to understand how people become bullies 🏠 Every cause has an effect and every choice has a positive or negative consequence. 🏠 The impact of domestic violence is widespread and varies. 🏠 Courage can be demonstrated in many different situations. 🏠 War is impactful.	🏠 When is it okay to break the rules? 🏠 Under what circumstances would a bully be deserving of sympathy? 🏠 How does recognizing others' circumstances help form your viewpoint of who they are? 🏠 How does war impact society?	RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text 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. RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text. 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. 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 tasks, purposes, and audiences. G6-8:2.4 - Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis). G6-8:2.7 - Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning. G6-8:3.2 - Collect, organize, and analyze digital information from a variety of sources, with attribution. G6-8:3.9 - Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion). L.6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or	🏠 Effects of War 🏠 Bullying 🏠 Bravery/Courage 🏠 Desertion 🏠 Abuse	🏠 Figurative 🏠 Connotative 🏠 Point of View 🏠 Compare/Contrast 🏠 Distinguish 🏠 Integrate 🏠 Interpret 🏠 Main Idea 🏠 Connections

speaking.

L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

IL.SEL.6-8.2.D.3b - Define unhealthy peer pressure and evaluate strategies for resisting it.

IL.SEL.6-8.3.A.3a - Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.

IL.SEL.6-8.3.A.3b - Analyze the reasons for school and societal rules.

IL.SEL.6-8.3.B.3b - Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.

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.

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.

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.

| | June | Enduring Understandings ✕ | Essential Questions ✕ | Standards ✕ | Knowledge & Skills ✕ | Academic Language ✕ |
| | July | Enduring Understandings ✕ | Essential Questions ✕ | Standards ✕ | Knowledge & Skills ✕ | Academic Language ✕ |