

Grade 6

Unit 1 (September 6- October 28)

Reading- In this unit, an important message to convey to readers is that good readers pay attention to the details that an author includes to uncover a deep understanding of characters in stories. Character development is often intertwined with plot development, so readers will pay close attention to multiple literary elements that impact characters. To support this work, students would benefit from working in consistent partnerships to think deeply about characters, track their thinking about characters overtime, and refine or change their thinking through reflective conversations. Readers can further their thinking by comparing characters within and across books by using notebook entries and having conversations with their peers.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none">● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.● 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● 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.● 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.● 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.● Explain how an author develops the point of view of the narrator or speaker in a text.● 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.● 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.
Reading Informational Text	<ul style="list-style-type: none">● 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.● Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Writing	<ul style="list-style-type: none">● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content● Produce clear and coherent writing in which the

Grade 6

	<p>development, organization, voice and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ● 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. ● 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 ● Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● 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 ● 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. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). ● Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<p>Language</p>	<ul style="list-style-type: none"> ● Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language ● Spell correctly ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>) ● 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 its part of speech. ● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ● Acquire and use accurately grade-appropriate general academic and domain-specific words and

Grade 6

	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
--	--

Unit 2 (October 31-December 22)

Writing- In conjunction with Reading lessons on fictional and nonfictional narratives, students compose their own narratives as they have done in previous grades. Based on individual students' readiness, students work to move beyond basic personal and fictional narratives into the realm of fantasy. All of the essential techniques, conventions, and strategies apply to students' stories: character development, dialogue, setting, conflict, and resolution, to name a few. Additionally, students draw inspiration from exemplars that use advanced, abstract literary devices such as irony, foreshadowing, foils, symbolism, allusion, and metaphor. The unit establishes the teaching and learning environment through writing tasks, mentor-text reading tasks, and decision-making, as students generate and nurture their writing. These tasks and decisions establish norms, writing habits, and ways of living together in a classroom, in which all students develop confidence and competence. The framework of the unit supports students in the following goals: Imagine an identity as a writer; Read in order to appreciate, study, emulate, and experiment with the decisions of other writers; Develop a voice that expresses both emotions and ideas through a variety of genres; Engage in a safe community of writers that encourages risk-taking and growth.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none"> ● 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. ● 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. ● Explain how an author develops the point of view of the narrator or speaker in a text.
Reading Informational Text	Taught in Units 1, 3 and 5
Writing	<ul style="list-style-type: none"> ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● 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. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide a conclusion that follows from the narrated experiences or events

Grade 6

	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● 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. ● 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. ● 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.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● 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.
<p>Language</p>	<ul style="list-style-type: none"> ● Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language ● Spell correctly ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>) ● 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 its part of speech. ● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ● 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.

Unit 3 (January 3- February 16)

Writing- Research-Based Information Inquiry and Informational Writing is a hybrid unit of study in which students take the stance of critical consumers--taking in, categorizing, synthesizing, and checking the validity of information collected to explore multiple ways of learning from informational texts. Students work to synthesize the array of information collected through research into a logical and clear structure for their writing that enables them to explain complex and important topics to others in their communities. In Bend I of the unit, students immerse themselves within the research topic by reading and analyzing a wide variety of sources to develop a big-picture view of a topic, as well as discover key points and ideas within a larger topic. In Bend II, students select a compelling issue to write about and commence a trail of

Grade 6

research that strengthens their credibility on a topic by incorporating solid evidence (accurate quotes, supportable facts, and clear statistics) into their writing. Additionally, students work to elaborate on their key points with emblematic, concrete details to create an accurate picture of the topic to convey to readers. Finally, in Bend III, students work to share their expertise through a digital platform by studying mentor texts, determining the importance of the information collected, and re-framing their work to promote awareness and activism for the issues they've selected.

English Language Arts Unit Performance Expectations

Reading Literature	Taught in Units 1, 2, 4 and 5
<p>Reading Informational Text</p>	<ul style="list-style-type: none"> ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● 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. ● Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● 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. ● Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<p>Writing</p>	<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● 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. ● Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● 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. ● Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or

Grade 6

<p>Language</p>	<p>issue under study.</p> <ul style="list-style-type: none"> • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language • Spell correctly • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>) • 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 its part of speech. • Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • 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.
------------------------	--

Unit 4 (February 22- April 21)

Reading- Social Issues Book Clubs provides students with an introduction to critical literacy as readers read with the critical lens of social issues to think deeply about how power, relationships, and perspective help to shape a narrative's themes. Through the social structure of the book clubs, students enact a variety of methods to engage in collaborative intellectual discussion and work.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • 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 • 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. • 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. • 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. • Explain how an author develops the point of view of the narrator or speaker in a text. • Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing
----------------------------------	---

Grade 6

	<p>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.</p> <ul style="list-style-type: none"> • 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. • 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.
Reading Informational Text	Taught in Units 1, 3 and 5
Writing	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
Speaking and Listening	<ul style="list-style-type: none"> • 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 • 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.
Language	<ul style="list-style-type: none"> • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language • Spell correctly • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>) • 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 its part of speech. • Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • 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.

Unit 5 (April 25- June 14)

Writing- In conjunction with reading lessons on fiction and literary nonfiction, students comment on and analyze works that they have read. Literary essays follow standard writing conventions and the structure of a formal, academic essay, and students base their observations and extensions on instances and

Grade 6

evidence from the texts they read. Literary essays should reflect not merely an understanding of the literature that students read, but also of literary conventions and elements in general. Very importantly, each student's writing must reflect a genuine curiosity about literature and its reflection of human truths and experience. The literary essay unit is designed to provide students with the vital opportunity of seeing themselves as capable thinkers and decision-makers in the following ways: Students become more flexible in their writing and thinking as they track theories. Students develop a repertoire of strategies for analyzing character development, the author's purpose, craft, and thematic development within and across texts and/or genres. Students practice a variety of writing methods that establish a line of reasoning. They engage with quality, grade-level texts, gaining in complexity and investigate the ways other writers write about complex ideas, synthesize the ideas of others in order to confirm or defunct theories, and create an argumentative essay.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● 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. ● 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. ● Explain how an author develops the point of view of the narrator or speaker in a text.
<p>Reading Informational Text</p>	<ul style="list-style-type: none"> ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<p>Writing</p>	<ul style="list-style-type: none"> ● Introduce, support claims with organized reasons/evidence, formal style, concluding statement ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● 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. ● Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient

Grade 6

	<p>command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <ul style="list-style-type: none">• 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.
Speaking and Listening	<ul style="list-style-type: none">• 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.
Language	<ul style="list-style-type: none">• Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language• Spell correctly• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>)• 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 its part of speech.• Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.• 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.