

LEH 6th Grade ELA Curriculum

Board Approved: December 12, 2016

Created by: Adrienne Dancisin and Erica Mousaw

For Reading and Writing in Each Model					
Cite Evidence	Analyze Content	Study and Apply Grammar	Study and Apply Vocabulary	Conduct Discussion	Report Findings
Phonics & Word Recognition			Fluency		

Unit 1

Reading- Realistic Fiction

Working with words - Prefixes

Writing- Narrative (Short story)

Reading:

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.

Working with Words:

L.6.4 Determine or clarify the meaning or unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (Use all strands)

Writing:

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

Suggested Text	Working with Words	Writing
Fish in a Tree Any Journey’s Realistic Fiction story From Journey’s: The School Story The Boy Who Saved Baseball	Prefixes Prefix and Suffix Games Scholastic Affixes Membean Prefix and Suffix	Personal Narrative

Science Fiction Kensuke's Kingdom		
--------------------------------------	--	--

Unit 2

Reading- Non-Fiction/Historical Fiction

Word Study- Suffixes

Writing- Argumentative

Reading:

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.

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).

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.

Historical Fiction:

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.

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.

Working with Words:

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Writing:

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

Suggested Text	Working with Words	Writing
Jacob's Rescue From Journey's Do Knot Enter Number the Stars	Suffixes Prefix and Suffix Games Scholastic Affixes	Friendly Business Letter

Any Journey's Historical Fiction or Literary Nonfiction text	Membean Prefix and Suffix	
--	---	--

Unit 3

Reading- Non-Fiction - Biography/Autobiography

Working with Words - Greek & Latin Roots

Writing- Biography Comparison

Reading:

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).

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).

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.

Working with Words:

L.6.4 Determine or clarify the meaning or unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Writing:

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.

W.6.9.b Apply *grade 6 Reading standards* 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").

Suggested Text	Working with words	Writing
Freedom Walkers	http://membean.com/treelist	Biography Comparison

From Journey's Pass It Down Any Journey's Biography or Autobiography	Greek and Latin Roots	Ex: Comparing two historical figures such as MLK and Rosa Parks Ex. Comparing informational text about MLK to Literary Fiction or Nonfiction text from the same period in history.
--	-----------------------	--

Unit 4

Reading- Poetry

Working with words- Figures of speech

Writing- Draw evidence from literary texts for analysis reflection

Reading

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.

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.

Working with Words:

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

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing:

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.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Suggested Text	Working with Words	Writing
Refer to http://www.corestandards.org/assets/Appendix_B.pdf Page 83-89 to find examples of poetry	Figurative Language Use songs/ videos from the internet to show different types of figurative language	Analyzing poetry

<p>Journey's Lesson 2, "Sporty Poetry" Lesson 10, "Native American Poetry"</p> <p>Any Journey's Poetry Unit</p>		
---	--	--

Unit 5

Reading- Informational Text
 Working with Words- Word Relationships
 Writing- Short Research/Argumentative

Reading:

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.6.8 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.

Working with Words:

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

Writing:

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

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 for specific expectations.)

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.

Suggested Text	Working with Words	Writing
----------------	--------------------	---------

<p>Elephant Articles (PETA, Ringling Brothers)</p> <p>Articles on the same topic, but with differing points of view/opinions.</p> <p>Webquest</p> <p>Any Journey’s Literary Nonfiction Text</p>	<p>Figurative Language</p> <p>Word association</p> <p>Figurative Language</p> <p>Figurative Language</p> <p>Figurative Language</p>	<p>Argumentative Essay, Speech, Debate on whether or not they believe elephants should be in the circus.</p> <p>Any other topics that students read from different points of view, and then formulate their own opinions based on research.</p>
---	---	---

Unit 6

Reading: Folk/Legends

Word Study: Denotation/Connotation

Writing: Informative/ Explanatory (Summary)

Reading:

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

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..

Working with Words:

L.6.5 c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).

Writing:

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.

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.

Suggested Text	Working with words	Writing
----------------	--------------------	---------

<p>From Journey's The Woman in the Moon Any Journey's Folk Tales or Legends</p>	<p>Word Associations and Denotation and Connotation</p>	<p>Mysterious Topics Student researches a mysterious topic such as The Bermuda Triangle, Alcatraz. They will then use technology to report on their findings.</p>
---	---	---

Unit 7

Reading- Greek Mythology

Working with Words- Greek and Latin Roots and Affixes

Writing- Apply grade 6 Reading standards to literature in terms of their approaches to similar themes and topics.

Reading:

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.

Working with Words:

L.6.4 Determine or clarify the meaning or unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Writing:

W.6.9.a Apply *grade 6 Reading standards* 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").

W.6.9.b Apply *grade 6 Reading standards* 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").

Suggested Text	Working with Words	Writing
From Journey's The Hero and the Minotaur Any Journey's Greek Mythology	Greek and Latin Roots	Compare themes between two Greek Mythologies

Unit 8

Reading: Choice Genre

Word study: Greek and Latin Roots

Writing: Argumentative

Reading:

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.

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

Working with Words:

L.6.4 Determine or clarify the meaning or unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Writing:

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

Suggested Text	Working with Words	Writing
Any type of genre you feel you have not covered yet.	Greek and Latin Roots	Argumentative writing

Unit 9

Reading: Science Fiction

Working with Words: Vocabulary acquisition and use.

Writing: Argumentative - Research

Reading:

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.

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.

Word Study:

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. (Use all strands)

Writing:

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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.

Suggested Text	Word Study	Writing
----------------	------------	---------

<p>From Journey's: The Aces Phone A Wrinkle in Time Any Journey's Science Fiction</p>	<p>Vocabulary Acquisition and Use</p> <p>Students find unknown words and create their own Quizlet. Students should use terms in their writing.</p>	<p>Students ask a question about a topic, and then conduct research to answer the question. For example, "What are the effects of caffeine or nicotine on the body?" "How does the nervous system work?" "What are the effects of violent video games on teens?"</p>
---	--	--

**** Standards used for all units ****

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

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.

****In the areas of word study and writing - daily practice ****

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression on conventional language.

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

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

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

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.
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.

****Incorporate with any or all lessons ****

Writing

Production and Distribution of Writing:

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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

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.

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.

Presentation of Knowledge and Ideas:

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.

CCSS.ELA-Literacy.SL.6.5

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

**** Incorporate S.L 6.1 in ALL class discussions/ group activities ****

****Suggested texts and websites are to be used at your discretion. Use any and all resources available to you to teach all standards. In Journey's, you can search for any standard, and it will give you titles which correlate.**

These are excellent resources for ELA lessons:

[Common Core Appendix B](#)

Page 8 is the list of exemplar texts.

Pages 77-89 have excerpts from texts, or sometimes complete text/poem

Pages 89-90 have performance task examples, but only some are 6th grade standards

Pages 90- 99 Informational Texts

Page 100 Performance tasks for Informational Texts, looks like all relate to 6th grade

[Achieve the Core](#)

Free to sign up. Contains lessons, student writing samples, assessments, and academic word finder.

[Adolescent Literacy](#)

Resources for grades 4-12

[Common Lit](#)

Free literacy resources and progress tracking tools. Hundreds of fiction and nonfiction reading passages for grades 5-12.

[Zaner- Bloser](#)

Online Resources to complement text.

[Journeys- Think Central](#)

Online Resource including all anthology and leveled texts, Reader's and Writer's Notebooks, Vocabulary, Grammar, Spelling and Assessments.

[Newsela](#)

Free - High Interest Texts at various Lexile Levels. A great differentiated resource.

[Brainpop](#)

[Read Works](#)

[Ed puzzle](#)