

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

Reading Unit: Family Life		Pacing Guide: 8 Weeks
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>How can I use my knowledge of literary components to enhance my comprehension of a literary text?</li> </ul>	<ul style="list-style-type: none"> <li>I can use my understanding of literary components to help me better comprehend a literary text.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to read and summarize a grade level text distinct from personal opinions and judgements, determine its theme, and include a quote that supports the overall development of the theme or plot. (RL.6.2, RL.6.5, RL.6.10)</li> <li>Students will be able to meet with group members to discuss various topics including texts and issues across various subject areas. The teacher will observe student conversation.(SL.6.1)</li> </ul>
Suggested Activities		
<ul style="list-style-type: none"> <li>Graphic organizer for each weekly theme.</li> <li>Reader's notebook response options/stems</li> <li>Weekly themes: 1 Summarizing, 2 Summarizing, 3 Character Analysis, 4 Setting/Imagery, 5 Compare/contrast/synthesizing, 6 Sequence of events</li> <li>Use read aloud to model strategies and skills.</li> <li>Week 1 (Summarizing): anticipatory statements, sketch –to –stretch activity, 3-2-1 summarizing organizer, reader's notebook response from summarizing stem.</li> <li>Week 2 (Summarizing): "I Wonder" statements, 4-square main idea chart, reader's notebook.</li> <li>Week 3 (Character analysis): Character cluster chart, direct and indirect characterization, double journal entry using quotes</li> <li>Week 4 (Setting/imagery): Setting graphic organizer, post-it places, descriptions, metaphors, similes, anything that helps to better understand the setting, reader's notebook-of all of the settings mentioned thus far, in which setting would you place yourself? Be specific. Is it because of the time, place, environment or mood?</li> <li>Week 5 (Compare/contrast)-compare and contrast organizer for guided reading novel and read aloud, post-it similarities and differences while reading, reader's notebook-How are the main characters in each novel (guided reading and read aloud) similar or different?</li> <li>Week 6 (plot): Flow chart to record main events from story, comic strip for final reading section, plot diagram for entire novel.</li> <li>Use a quote to help explain the theme or idea of the text, develop a reader's notebook entry to detail how the main character changed throughout the story.</li> </ul>		
Reinforcement	Enrichment	
<ul style="list-style-type: none"> <li>Provide students with concrete examples and specific organizers.</li> <li>Alter expectations for reader's notebook assignments and other writing assignments.</li> <li>Frequently check in on student progress.</li> <li>Teacher may need to read aloud to groups more often than others.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to pull evidence from the text to support responses.</li> <li>Students can make comparisons between the guided reading novel and read aloud using the weekly theme.</li> <li>Students can find and explain the figurative language used in their reading.</li> <li>Students may take note of new and interesting vocabulary to use in their</li> </ul>	

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<ul style="list-style-type: none"> <li>• Provide students with audio book version.</li> </ul>	<p>writing and discussions.</p>
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> <li>• Walk Two Moons by Sharon Creech – (Read Aloud) -W</li> <li>• 39 Clues: The Maze of Bones by Rick Riordan-R</li> <li>• How to Avoid Extinction by Paul Acampora-T</li> <li>• Eight Keys by Suzanne LeFleur-V</li> <li>• A Wrinkle in Time by Madeleine L’Engle -W</li> <li>• Double Identity by Margaret Peterson Haddix -X</li> <li>• Savvy by Ingrid Law-Z</li> <li>• If a Tree Falls at Lunch Period by Gennifer Choldenko-Z</li> <li>• Notebook</li> <li>• Midsummer's Nights Dream script adapted by Stephen Davis of Centenary College (Or, if unavailable, refer to the latest issue of StoryWorks or a reader’s theater script.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading quizzes</li> <li>• Notebook entries</li> <li>• Strategy activities</li> </ul>
Standards	
<p><b>RL.6.2</b> 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.</p> <p><b>RL.6.5</b> 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.</p> <p><b>RL.6.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity</p> <p><b>SL.6.1</b> 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>	
Cross-Curricular Connections	
<p><b>21<sup>st</sup> Century Skills</b></p> <p><i>CRP4. Communicate clearly and effectively and with reason.</i></p> <p><i>CRP6. Demonstrate creativity and innovation.</i></p> <p><b>SEL</b></p> <p><i>Throughout this unit students will be working with their guided reading groups. Students will need to work on their social awareness through demonstrating an understanding of the need for mutual respect when viewpoints differ. Additionally, the material covered in the novels means that students will need to demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds. Finally, students will need to be mindful of the skills they need to establish and achieve their personal goals as they independently work through the reading work each week.</i></p> <p><b>Social Studies</b></p> <p><i>Spatial Thinking- Select and use various geographic representations to compare information about people, places, regions, and environments.</i></p>	

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Reading Unit: Holocaust		Pacing Guide: 10 Weeks
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>What are the similarities and differences between the experience of reading a novel and watching a reenactment of the same story?</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast the experience of reading a novel and watching a reenactment of the same story.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to use the writing process to develop an essay to compare and contrast two different texts from two different genres about the Holocaust. (The Terrible Things by Eve Bunting and First They Came by Pastor Martin Niemoller). The essay will be three paragraphs and have at least two points for each side. As a closing reflection, compare and contrast the experience of reading First They Came to the performance found on youtube or read aloud by teacher. Students will be assessed using a grade level rubric. (RL.6.7, RL.6.9)</li> </ul>
Suggested Activities		
<ul style="list-style-type: none"> <li>Introduce Holocaust history and vocabulary terms (See MJH Holocaust Curriculum).</li> <li>Complete PBS race sorting activity (See link in Suggested Websites)</li> <li>Create Literature Circle jobs focusing on the following themes: human behavior, internal and external conflict, and cause and effect.</li> <li>Introduce and model Literature circle jobs: artful artist, character captain, clever connector, discussion director, passage picker.</li> <li>Notebook entries to reflect each weekly theme.</li> <li>Use picture books and/or read aloud to model literature circle jobs and weekly themes.</li> <li>Watch “The Boy in the Striped Pajamas” to focus on similarities and differences in plot.</li> <li>Provide students with a graphic organizer for the compare and contrast essay.</li> <li>Brainstorm with students to activate prior knowledge.</li> <li>Attend a field trip to the Museum of Jewish Heritage.</li> </ul>		
Reinforcement	Enrichment	
<ul style="list-style-type: none"> <li>Provide students with concrete examples and specific organizers.</li> <li>Alter expectations for notebook assignments.</li> <li>Encourage peers to work together.</li> <li>Model constructive group behavior.</li> <li>Allow students to complete a graphic organizer as opposed to developing an essay.</li> <li>Provide students with audio book version.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to pull evidence from the text to support notebook responses.</li> <li>Students can make comparisons between the guided reading novel and read aloud using the weekly theme.</li> <li>Students can find and explain the figurative language used in their reading section.</li> <li>Students can research the historical accuracy of their novel.</li> </ul>	

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Materials and Resources		Other Assessments
<ul style="list-style-type: none"> <li>● The Boy in the Striped Pajamas by John Boyne-Z (Read Aloud)</li> <li>● Twenty and Ten by Claire Huchet Bishop – O,P</li> <li>● Prisoner B-3087 by Alan Gratz - Q,R,S</li> <li>● I Survived the Nazi Invasion by Lauren Tarshis - T</li> <li>● Number the Stars by Lois Lowry - U</li> <li>● Daniel’s Story by Carol Matas - W</li> <li>● The Devil’s Arithmetic by Jane Yolen - X</li> <li>● Milkweed by Jerry Spinelli - Y</li> <li>● The Boy Who Dared by Susan Campbell Bartoletti - Y</li> <li>● Literature circle job explanations</li> <li>● Notebooks</li> <li>● Jewish Heritage Museum Holocaust Curriculum <a href="https://education.mjhnyc.org/">https://education.mjhnyc.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Terrible Things by Eve Bunting</li> <li>● First They Came – by Pastor Martin Niemöller <a href="https://www.hmd.org.uk/resource/first-they-came-by-pastor-martin-niemoller/">https://www.hmd.org.uk/resource/first-they-came-by-pastor-martin-niemoller/</a></li> <li>● Performance of First They Came <a href="https://youtu.be/ld2LhOBKoWM">https://youtu.be/ld2LhOBKoWM</a></li> <li>● PBS Race Sorting Activity <a href="http://www.pbs.org/race/002_SortingPeople/002_00-home.htm">http://www.pbs.org/race/002_SortingPeople/002_00-home.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Weekly literature circle jobs</li> <li>● Notebook entries</li> <li>● Quizzes</li> </ul>
Standards		
<p><b>RL.6.7</b> 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.</p> <p><b>RL.6.9</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p>		
Cross-Curricular Connections		
<p><b>21st Century Skills</b></p> <p><i>CRP5. Consider the environmental, social and economic impacts of decisions.</i></p> <p><i>CRP9. Model integrity, ethical leadership and effective management.</i></p> <p><b>SEL-</b> Throughout this unit students will be working with their guided reading groups. Students will need to work on their social awareness through</p>		

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*demonstrating an understanding of the need for mutual respect when viewpoints differ. Additionally, the material covered in the novels means that students will need to demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Finally, students will need to be mindful of the skills they need to establish and achieve their personal goals as they independently work through the reading work each week.*

## **Social Studies**

*6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.*

Reading Unit: Survival		Pacing Guide: 6 Weeks
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>How do readers experience the story from the perspective of the narrator?</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the author helps me experience the story from the perspective of the narrator.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the point of view and explain how the author helps them understand the beliefs/perspective of the narrator. (RL.6.6)</li> <li>Students will be able to explain the meaning of teacher-selected figurative language from their guided reading book. Teachers will use a grade level checklist to assess this skill. (RL.6.4, L.6.5)</li> </ul>
Suggested Activities		
<ul style="list-style-type: none"> <li>Use question stems to help students infer meaning during reading group discussions:               <ul style="list-style-type: none"> <li>Why do you think?</li> <li>What do you think caused?</li> <li>What clues led you to believe?</li> <li>What can the reader conclude after reading?</li> <li>Why does _____ act (behave) in this way (manner)?</li> </ul> </li> <li>Students complete work that focuses on comprehension, vocabulary, and figurative language for each section.</li> <li>Whole class discussions about the themes, characters, conflicts, emotions, etc. present in their novels. Discuss-What similarities are present in your novels even though the plots are so different? What characteristics are present in all “survival” novels?</li> <li>Weekly notebook entry from the perspective of the main character in the novel. Entries should focus on: summarizing main events, internal and external conflict present in the novel, emotions and character’s thoughts about the main events.</li> <li>Would the story have been different if it had been told from a different character’s perspective? Which character? How or why would it be different?</li> </ul>		
Reinforcement	Enrichment	
<ul style="list-style-type: none"> <li>Provide students with concrete examples and specific organizers.</li> <li>Remove certain weekly activities-only focus on the skills where the student needs practice</li> <li>Provide students with audio version of book.</li> </ul>	<ul style="list-style-type: none"> <li>Students can independently research a survival story that is similar to the story he or she is reading.</li> <li>Students can make comparisons between the guided reading novel and read aloud.</li> <li>Students can find and explain the figurative language used in their reading</li> </ul>	

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	<p>section.</p> <ul style="list-style-type: none"> <li>• Students can rewrite parts of the text to include figurative language.</li> </ul>
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> <li>• Homecoming by Cynthia Voigt- X (Read Aloud)</li> <li>• Refugee by Alan Gratz - Y (Read Aloud)</li> <li>• Hatchet by Gary Paulsen- R</li> <li>• My Side of the Mountain by Jean Craighead George- U</li> <li>• The True Confessions of Charlotte Doyle by Avi-V</li> <li>• The Island of the Blue Dolphins by Scott O’Dell-V</li> <li>• Crispin: The Cross of Lead by Avi-W</li> <li>• Peak by Roland Smith-Y</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• Figurative language practice</li> <li>• Vocabulary work</li> </ul>
Standards	
<p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>RL.6.4</b> 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.</p> <p><b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</li> </ol>	
Cross-Curricular Connections	
<p><b>21<sup>st</sup> Century Skills</b></p> <p><i>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</i></p> <p><i>CRP5. Consider the environmental, social and economic impacts of decisions.</i></p> <p><b>SEL-</b> Throughout this unit, students will be working with their guided reading groups. Students will need to work on their social awareness through demonstrating an understanding of the need for mutual respect when viewpoints differ. Additionally, the material covered in the novels means that students will need to demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds. Finally, students will need to be mindful of the skills they need to establish and achieve their personal goals as they independently work through the reading work each week.</p> <p><b>Social Studies-</b> Presentation skills- Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>	

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Reading Unit: Dystopian/Utopian		Pacing Guide: 9 Weeks
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>How can analyzing a text and making inferences help me gain a better understanding of the content of the text?</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze a text to make inferences to gain a better understanding of the context of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to develop a list of predictions or inferences as they read the story. Students will develop at least two predictions and/or inferences from each reading section supported by textual evidence. (RL.6.1)</li> <li>Students will be able to select ten words from their guided reading novel. They will define each word using the appropriate reference materials. They will use the inferred meaning in the text to select the definition that is most compatible with the reading. (L.6.4, L.6.6)</li> </ul>
<b>Suggested Activities</b>		
<ul style="list-style-type: none"> <li>Anticipatory activity-students are given jobs, discuss likes/dislikes/fairness</li> <li>Anticipatory statements that reflect themes from novel-students agree or disagree with statements</li> <li>Students create a list of questions about their guided reading novel. These lists are used to foster student lead discussions about the text.</li> <li>Students have weekly meetings to discuss any questions, predictions, or inferences they've developed throughout the week.</li> <li>Create groups of students from different guided reading groups. New groups discuss the culture of their book (education, government, food and goods, self-sufficiency, laws, etc.-organizer provided for students). Students then work together to create their "ideal" society.</li> </ul>		
<b>Reinforcement</b>		<b>Enrichment</b>
<ul style="list-style-type: none"> <li>Provide students with concrete examples and specific organizers.</li> <li>Alter expectations for notebook assignments.</li> <li>Provide student with specific questions to be answered in notebook</li> <li>Provide students with audio version of book.</li> </ul>		<ul style="list-style-type: none"> <li>Students can make comparisons between the guided reading novel and read aloud focusing on the different societies.</li> <li>Students can find and explain language used in their reading.</li> </ul>

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Materials and Resources	Other Assessments
<ul style="list-style-type: none"> <li>● Among the Hidden by Margaret P. Haddix - W (Read Aloud)</li> <li>● Hokey Pokey by Jerry Spinelli - O</li> <li>● The City of Ember by Jeanne DuPrau-U</li> <li>● The Messenger by Lois Lowry-V</li> <li>● Gathering Blue by Lois Lowry-X</li> <li>● The Giver by Lois Lowry-Y</li> <li>● Matched by Ally Condie-Z</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Notebook entries</li> </ul>
Standards	
<p><b>RL.6.1</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>L.6.4.</b> 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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>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 its part of speech.</li> <li>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).</li> </ol> <p><b>L.6.6</b> Acquire and use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Cross-Curricular Connections	
<p><b>21st Century Skills</b></p> <p><i>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</i></p> <p><i>CR 5. Consider the environmental, social and economic impacts of decisions.</i></p> <p><b>SEL-</b> <i>While working in groups throughout this unit, students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. When creating their Utopian societies they’ll need to evaluate the personal, ethical, safety, and civic impact of decisions, as well as identify the consequences associated with one’s actions in order to make constructive choices.</i></p>	

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**Social Studies-** *Presentation skills- Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).*

Reading Unit: Informational Reading		Pacing Guide: Throughout the Year
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>• How do readers make sense of nonfiction text?</li> <li>• How can a person determine the meaning of unknown words and phrases in a nonfiction text?</li> <li>• How does a reader determine the validity of a text?</li> <li>• How does a reader compare and contrast an event that is told in two different formats?</li> </ul>	<ul style="list-style-type: none"> <li>• I can use strategies to make sense of nonfiction text.</li> <li>• I can use strategies to determine the meaning of unknown words and phrases in a nonfiction text.</li> <li>• I can determine whether or not the information in a nonfiction text is valid.</li> <li>• I can compare and contrast an event that is told in two different formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to create a summary of the events from a nonfiction text, while analyzing how a particular sentence, paragraph, chapter, or section contributes to the main idea of the text. (RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.10)</li> <li>• Students will be able to utilize vocabulary from various sources (e.g. word study, Storyworks, etc.) and use text specific vocabulary words in a different context based on the meaning of the word. (RI.6.4)</li> <li>• Students will be able to complete a graphic organizer to compare and contrast one topic presented in by two different authors. Students will provide at least three points for each side. (RI.6.9, SL.6.2)</li> </ul>
Suggested Activities		
<ul style="list-style-type: none"> <li>• Articles are read independently, with peers, or as a class.</li> <li>• Students complete graphic organizers to help them better understand the text prior to completing the benchmark.</li> <li>• Students watch Storyworks provided videos that pair with articles.</li> <li>• Group or class discussions about text.</li> </ul>		
Reinforcement		Enrichment

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<ul style="list-style-type: none"> <li>• Students listen to the text.</li> <li>• Students work with peers.</li> <li>• Teacher frequently checks on progress of work.</li> <li>• Teacher provides specific organizers for writing benchmarks.</li> <li>• Teacher provides specific examples of expectations.</li> <li>• Use lower level graphic organizers</li> <li>• Use leveled text.</li> <li>• Provide students with audio version of book.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to continue to research events, people, or places learned about in the text.</li> <li>• View related materials such as videos, interviews, paired texts, etc.</li> </ul>
<b>Materials and Resources</b>	<b>Other Assessments</b>
<ul style="list-style-type: none"> <li>• Scholastic Storyworks magazine</li> <li>• Storyworks worksheets</li> <li>• Word study programs</li> <li>• CommonLit <a href="http://www.commonlit.org">www.commonlit.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers to help build understanding.</li> </ul>
<b>Standards</b>	
<p><b>RI.6.1</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2</b> 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.</p> <p><b>RI.6.3</b> 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> <p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.6.5</b> 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.</p> <p><b>RI.6.9</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><b>RI.6.10</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>SL.6.2</b> 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.</p>	
<b>Cross-Curricular Connections</b>	
<p><b>21st Century Skills</b>  <i>CRP4. Communicate clearly and effectively and with reason.</i>  <i>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</i></p> <p><b>Technology</b>  <i>8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.</i></p> <p><b>SEL</b>  <i>While working in groups throughout this unit students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. They</i></p>	

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*will need to recognize the skills needed to establish and achieve personal and educational goals.*

**Mathematical Practices**

*Construct viable arguments and critique the reasoning of others.*

**Social Studies**

*Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.*

**Media Literacy**

*Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.*

Writing Unit: Narrative		Pacing Guide: 4 Weeks
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>• What writing strategies can be used to strengthen a written narrative?</li> <li>• Can I correctly identify and use pronouns when writing or speaking?</li> </ul>	<ul style="list-style-type: none"> <li>• I can use multiple writing strategies to develop a narrative.</li> <li>• I can correctly identify and use pronouns when writing or speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to analyze literary elements, plot development (story arc) and character development in a writing piece in order to develop their own narrative that includes characters, sequence of events, dialogue, descriptions, sensory language, and a conclusion. (RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.10, L.6.2)</li> <li>• Students will be able to edit their own writing piece to ensure that pronouns are in the proper case, the correct shift between pronoun number and person has been used, and that there are no unclear antecedents. (L.6.1)</li> </ul>
Suggested Activities		
<ul style="list-style-type: none"> <li>• Mini lessons on: character development, sequence of events, dialogue, descriptions, sensory language, and a conclusion</li> <li>• For mini lessons-use student examples from writing unit to analyze and discuss, use picture books</li> <li>• Students can practice mini lessons in writer’s notebooks</li> <li>• Peer edit and conference with teacher</li> <li>• Review all parts of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection)</li> <li>• Have students identify parts of speech in their writing to ensure that they are being used correctly</li> </ul>		

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

Reinforcement	Enrichment
<ul style="list-style-type: none"> <li>● Provide students with clearly outlined organizers</li> <li>● Frequently check in on student progress</li> <li>● Encourage peer learning and support</li> <li>● Alter expectations for writing length and/or detail</li> <li>● Provide hard copies of mini-lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to develop themes or morals through their writing.</li> <li>● Encourage students to focus on figurative language and sensory development to paint a picture for their reader.</li> <li>● Encourage students to develop a different piece that is the opposite of their first piece (personal narrative or imagined narrative).</li> </ul>
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> <li>● Teacher created materials and graphic organizers</li> <li>● Cult of Pedagogy Narrative Writing Unit</li> </ul>	<ul style="list-style-type: none"> <li>● Informal checks of student practice on mini lessons</li> <li>● Student-teacher conferences for practice writings</li> <li>● Classwork checks of grammar practice</li> </ul>
Standards	
<p><b>RL.6.3</b> 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.</p> <p><b>W.6.3</b> 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.</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience</p> <p><b>W.6.5</b> 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.</p> <p><b>W.6.6</b> 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> <p><b>W.6.10</b> 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> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. Maintain consistency in style and tone.</p>	

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

## Cross-Curricular Connections

### 21<sup>st</sup> Century Skills

CRP4. Communicate clearly and effectively and with reason. , CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### Technology

8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

### SEL

While working in groups throughout this unit students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. They will need to recognize the skills needed to establish and achieve personal and educational goals.

### Visual and Performing Arts

1.4.8.A.5 Symbolism and metaphor are characteristics of art and art-making.

Writing Unit: Holocaust MYEP		Pacing Guide: 2 Weeks
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>How can I use both literary and informational text sources to develop an informational essay?</li> </ul>	<ul style="list-style-type: none"> <li>I can use both literary and informational text sources to develop an informational essay.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to develop an informational essay about the Holocaust that will provide a general summary of the Holocaust while focusing on the victims and how bigotry, racism, and prejudice led to the Holocaust. Students should include a reflection of the lessons learned. Students will be graded on a grade level rubric. (W.6.4, W.6.5, W.6.6, W.6.9, W.6.10, L.6.3)</li> </ul>
Suggested Activities		
<ul style="list-style-type: none"> <li>Students use organizers to develop their ideas for each section of the paper.</li> <li>Students work in pairs or groups to discuss ideas and synthesize information.</li> <li>Analyze and discuss samples of student writing to better develop student writing.</li> <li>Mini lessons: using transitions for an informational essay, making sure that all information is necessary and fits the topic of the paper, how to avoid listing facts</li> <li>Peer edit.</li> <li>Conference with teacher.</li> </ul>		

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

Reinforcement		Enrichment
<ul style="list-style-type: none"> <li>● Provide students with concrete examples of expectations</li> <li>● Provide students with specific graphic organizers or outlines</li> <li>● Alter length expectations</li> <li>● Frequently check on student progress.</li> <li>● Allow students to demonstrate mastery of content in alternative ways.</li> </ul>		<ul style="list-style-type: none"> <li>● Encourage students to do an independent research project on a different aspect of the Holocaust.</li> <li>● Encourage students to draw connections between the Holocaust and modern day current events.</li> </ul>
Materials and Resources		Other Assessments
<p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>● The Butterfly by Patricia Polacco</li> <li>● Baseball Saved Us by Ken Mochizuki</li> <li>● Feathers and Fools by Mem Fox</li> <li>● The Whispering Town by Jennifer Elvgren</li> <li>● The Harmonica by Tony Johnston</li> <li>● Star of Fear, Star of Hope by Jo Hoestlandt</li> <li>● Benno and the Night of Broken Glass by Meg Wiviott</li> <li>● The Terrible Things by Eve Bunting</li> </ul>	<ul style="list-style-type: none"> <li>● Hitler’s Last Days by Bill O’Reilly</li> <li>● Poem-“Shoes” by Anita Meyer Meinbach. “No Difference” by Shel Silverstein</li> </ul> <p><b>Holocaust History</b></p> <ul style="list-style-type: none"> <li>● Anti-Semitism handout</li> <li>● “Hitler Comes to Power” packet</li> <li>● “The Yellow Badge” packet</li> <li>● “The Right to Live” packet</li> <li>● Ms. Pfeiffer’s Holocaust Tour PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>● Informal check of student progress</li> <li>● Classwork checks of student understanding of Holocaust history (informal “quizzes”)</li> </ul>
Standards		
<p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p><b>W.6.5</b> 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.</p> <p><b>W.6.6</b> 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> <p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.6.10</b> 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> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>		

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

**L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* Spell correctly.  
**L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. Maintain consistency in style and tone.

## Cross-Curricular Connections

### 21st Century Skills

*CRP5. Consider the environmental, social and economic impacts of decisions., CRP9. Model integrity, ethical leadership and effective management.*

### Technology

*8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.*

### SEL

*Throughout this unit, students will be working with their guided reading groups. Students will need to work on their social awareness through demonstrating an understanding of the need for mutual respect when viewpoints differ. Additionally, the material covered in the novels means that students will need to demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Finally, students will need to be mindful of the skills they need to establish and achieve their personal goals as they independently work through the writing unit.*

### Social Studies

*6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.*

Writing Unit: Informational		Pacing Guide: 5 Weeks
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>How do I organize ideas, concepts, and information to write an informational essay about a topic?</li> </ul>	<ul style="list-style-type: none"> <li>I can organize ideas, concepts, and information into an informational essay..</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to publish a multimedia project using research from resources, such as the internet. The published project will include both text and multimedia components to explain a topic. The teacher will use grade level rubric to assess.(RI.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10, SL.6.5)</li> </ul>
Suggested Activities		
<ul style="list-style-type: none"> <li>Analyze websites for accuracy and validity</li> <li>Review skills in GSuite</li> <li>Students analyze and discuss source materials</li> <li>Mini Lessons: Selecting a topic that has good, relevant information, how to avoid listing facts, transitions, word choice, how to take notes from video sources, structure of informational text (heading and subheadings, charts and graphs), how to include anecdotal stories in informational text, correct punctuation of quotations.</li> <li>Peer edit</li> <li>Conference with teacher</li> <li>Present the information gathered as a Google Slide, Site, video, or other multimedia friendly format.</li> </ul>		

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

Reinforcement	Enrichment
<ul style="list-style-type: none"> <li>● Provide students with concrete examples of expectations</li> <li>● Provide students with specific graphic organizers or outlines</li> <li>● Alter length expectations</li> <li>● Frequently check on student progress.</li> <li>● Assist/provide student with research</li> <li>● Peer learning to help with technological aspects of paper.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to create additional multimedia materials.</li> <li>● Encourage students to select a topic that has multiple components or sides</li> </ul>
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> <li>● GSuite</li> <li>● Research materials from various sources</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Informal check of student progress.</li> <li>● Presentation checklist</li> <li>● Peer feedback</li> </ul>
Standards	
<p><b>RI.6.7</b> 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.</p> <p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal/academic style, approach, and form. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><b>W.6.4.</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p><b>W.6.5.</b> 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.</p> <p><b>W.6.6.</b> 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> <p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8</b> 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.</p> <p><b>W.6.10.</b> 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>	

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

**SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

## Cross-Curricular Connections

### 21st Century Skills

*CRP4. Communicate clearly and effectively and with reason, CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.*

### Technology

*8.1.8.B.1: Synthesize and publish information about a local or global issue or event (dependent on research topic).*

*8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.*

### Career Readiness

*9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.*

Writing Unit: Argumentative		Pacing Guide: 7 Weeks
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> <li>How do I write an argumentative essay with supportive claims, clear reasons, and relevant evidence?</li> </ul>	<ul style="list-style-type: none"> <li>I can write an argumentative essay with supportive claims, clear reasons, and relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyze and dissect debates and other argumentative writing samples in order to write and present their own formal argumentative essays. The essay will be at least two typed pages and will be assessed using a grade level rubric.(W.6.1, W.6.4, W.6.5, W.6.6, W.6.10, RI.6.6, RI.6.8, SL.6.3, SL.6.4, SL.6.6)</li> </ul>
Suggested Activities		
<ul style="list-style-type: none"> <li>Mini lessons-use student writing examples provided in unit of study</li> <li>What is a claim and how to write an effective claim.</li> <li>Differentiating between evidence that supports and does not support a claim.</li> <li>Review analyzing sources for credibility</li> <li>Words to use to help maintain a formal writing style</li> <li>Writing an effective concluding statement</li> <li>Selecting a topic that has relevant information</li> <li>Using logic vs. emotion in writing</li> </ul>		

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

- Peer edit
- Teacher conference
- Philosophical Chairs (in Cult of Pedagogy unit), four corners, or other debate styles

## Reinforcement

- Provide students with concrete examples of expectations
- Provide students with specific graphic organizers or outlines
- Alter length expectations
- Frequently check on student progress
- Assist/provide student with research

## Enrichment

- Encourage students to develop a PowerPoint or multimedia project based off of his or her argumentative essay.
- Encourage students to produce more than one counterargument.

## Materials and Resources

- Cult of Pedagogy argumentative unit of study
- Research provided by teacher or students
- Storyworks

## Other Assessments

- Informal check of student progress
- Large group and small group discussions

## Standards

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

Introduce claim(s) and organize the reasons and evidence clearly.

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal/academic style, approach, and form.

Provide a concluding statement or section that follows from the argument presented.

**W.6.4** Produce clear and coherent writing in which the development, organization, voice 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.6.6** 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.

**W.6.10** 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.

**SL.6.3** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

# SIXTH GRADE LANGUAGE ARTS CURRICULUM

- 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 speaking behaviors (e.g., 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.
- 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.

## Cross-Curricular Connections

### **21st Century Skills**

*CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.*

### **Technology**

*8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.*

### **SEL**

*While working in groups throughout this unit, students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. They will need to recognize the skills needed to establish and achieve personal and educational goals.*

### **Mathematical Practices**

*Construct viable arguments and critique the reasoning of others.*