



**6th Grade English/Language Arts
Curriculum Guide
2022-2023**

6th Grade ELA

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South Carolina College- and Career-Ready Standards and Indicators for Grade 6

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 Develop a plan of action by using appropriate discipline-specific strategies.
- 3.2 Examine historical, social, cultural, or political context to broaden inquiry.
- 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
- 3.4 Organize and categorize important information, revise ideas, and report relevant findings.

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
- 4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
- 4.3 Reflect on findings and pose appropriate questions for further inquiry.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.
- 5.2 Employ past and present learning in order to monitor and guide inquiry.
- 5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing,

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synthesizing, providing evidence, and investigating multiple interpretations.

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

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.
7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.

Language, Craft, and Structure

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.
9.2 Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.

10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

11.1 Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 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.
12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.

Range and Complexity

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

Reading - Informational Text (RI)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

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- 4.1 Read grade-level text with purpose and understanding.
- 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

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

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.

Language, Craft, and Structure

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.
- 8.2 Identify text features and structures that support an author's ideas or claim.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.
- 9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

- 10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 Identify text features and structures that support an author's idea or claim.
- 11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for a sustained period of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers..

Writing (W)

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

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Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Write arguments that:
 - a. introduce a focused claim and organize reasons and evidence clearly;
 - b. use information from multiple print and multimedia sources;
 - c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;
 - d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
 - e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;
 - g. establish and maintain a formal style; and
 - h. provide a conclusion that follows from and supports the argument.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Write informative/explanatory texts that:
 - a. introduce a focused topic;
 - b. use relevant information from multiple print and multimedia sources;
 - c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;
 - d. use credible sources;
 - e. include formatting, graphics, and multimedia to aid comprehension;
 - f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
 - g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - h. paraphrase, quote, and summarize to avoid plagiarism;
 - i. follow a standard format for citation;
 - j. use appropriate transitions to clarify the relationships among ideas and concepts;

- k. use precise language and domain-specific vocabulary to inform or explain the topic;
- l. establish and maintain a style and tone authentic to the purpose; and
- m. provide a concluding statement or section that follows the information or explanation presented.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;
 - b. engage and orient the reader by establishing a context and introducing a narrator and/or characters;
 - c. organize an event sequence that unfolds naturally and logically;
 - d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;
 - e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;
 - f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
 - g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and provide a conclusion that follows from and reflects on the narrated experiences or events.

Language

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 When writing:
 - a. ensure that subjective, objective, and possessive pronouns are in the proper case;
 - b. use intensive pronouns;
 - c. recognize and use appropriate continuity and shifts in pronoun number and person;
 - d. recognize and correct pronouns with unclear or ambiguous antecedents;

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- e. recognize variations from standard English in one's own and others' writing; and
- f. identify and use strategies to improve expression in conventional language.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.2 Use:

- a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.

Range and Complexity

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

Communication (C)

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.
- 1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
- 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
- 1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.
- 1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.
- 2.2 Distinguish between credible and non-credible sources of information.
- 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- 3.1 Analyze the impact of selected media and formats on meaning.
- 3.2 Utilize multimedia to enrich presentations.

Language, Craft, and Structure

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

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South Carolina College-and Career-Ready Standards

RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.10.1 Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.
RI.9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.	W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.
G4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	13.1 &12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
13.2&12.2 Read independently for sustained periods of time to build stamina.	13.3&12.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.
RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	

Unit 1a: Narrative Reading/Writing(Inferences/textual evidence)

Unit Focus: Students use a variety of short stories and novels to make inferences and support inferences with evidence from the text.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RL.5.1 RI. 6.1 RL.10.1 RI.9.2 W.6.1	I can: <ul style="list-style-type: none"> ● Draw conclusions and make inferences. ● Support inferences with evidence.(Week 1&2) ● Use context clues to generate meanings of unfamiliar and multiple-meaning words. 	10 Days	Collections 6: <ul style="list-style-type: none"> ● “Fears and Phobias” pg. 41 Collections Close Reader Book 6: <ul style="list-style-type: none"> ● “Face Your Fears: Choking Under Pressure is Every Athlete’s Worst Nightmare” pg.9 Novels: <ul style="list-style-type: none"> ● Ninth Ward ● Holes 	Actively Learn Commonlit Quizzes.com Kahoot BlooKet Quizlet Flocabulary: <ul style="list-style-type: none"> ● Inference ● Context Clues ● Root Words ● Paragraph writing

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	<ul style="list-style-type: none">● Determine or clarify meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.● Understand and follow each step of the writing process.(Week 1&2)● Create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice and correct use of conventions.● Identify different types of writing and the purposes for writing.● Identify the parts of a well-developed paragraph.● Organize and create well developed paragraphs.			<ul style="list-style-type: none">● Topic Sentences● Writing Process
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South Carolina College-and Career-Ready Process Standards

RL.8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	W6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.
L.4.1.e. recognize variations from standard English in one’s own and others' writing.	L.4.1.f. identify and use strategies to improve expression in conventional language.
L. 5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
13.2 Read independently for sustained periods of time to build stamina.	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

Unit 1b: Narrative reading/writing (Conflict/plot/writing paragraphs)

Unit Focus: Students use a variety of short stories or novels to identify and explain types of conflicts and describe how a plot unfolds. Students will organize and create well developed paragraphs.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RL. 8.1 W.6.1 L. 4.1 e-f L. 5.2	I can : <ul style="list-style-type: none"> ● Identify and analyze conflict in a text. ● Explain the plot of a story. ● Explain how the setting impacts the plot of the story. ● Identify the parts of a well developed paragraph. 	10 days	Collections 6: <ul style="list-style-type: none"> ● “Fine?” pg. 17 Pearson Literature: <ul style="list-style-type: none"> ● Stray pg. 20 ● The Tail p. 30 Novels: <ul style="list-style-type: none"> ● Ninth Ward ● Holes 	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet Flocabulary: <ul style="list-style-type: none"> ● Setting ● Conflict ● Plot Elements ● Sentence Fragments ● Run-on Sentences

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	<ul style="list-style-type: none">• Organize and create well developed paragraphs.• Identify and correct fragments and run-ons.• Identify, create, and use different types of sentences in writing.			<ul style="list-style-type: none">• Simple & Compound sentences• Complex sentences
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South Carolina College-and Career-Ready Process Standards	
RL. 12.1 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.	W3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
3.1 a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well- structured event sequences	3.1. c. organize an event sequence that unfolds naturally and logically;
L. 4.1 When writing: a. ensure that subjective, objective, and possessive pronouns are in the proper case;	

Unit 1c: Narrative reading/writing(Author’s Techniques (Craft) Imagery, Flashback, foreshadowing, tone/mood, symbolism, irony)
 Unit Focus: Students study a variety of literary devices and literary techniques to interpret the effect of the author’s craft on the meaning of a text. Students develop real or imagined experiences using effective literary techniques.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RL. 12.1 RL 9.2 W.3.1 a, c L. 4.1 a	I can: <ul style="list-style-type: none"> ● Interpret the effect of the author’s craft on meaning of a text. ● Gather ideas to write narratives. ● Develop real or imagined experiences using effective techniques. ● Organize an event sequence that unfolds naturally and logically. 	10 days	Collections 6: <ul style="list-style-type: none"> ● “The First day of School” pg. 271-278 ● “After The Hurricane” pg. 157 ● Language Conventions: Subjective and Objective pronouns pg. 50 Pearson Literature Textbook <ul style="list-style-type: none"> ● Pronoun Case p.70 Novels: <ul style="list-style-type: none"> ● Ninth Ward ● Holes 	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet Flashback/foreshadowing ppt Irony ppt Irony ppt Symbolism ppt Narrative Writing: <ul style="list-style-type: none"> ● Comics in the Classroom Flocabulary: Pronouns

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	<ul style="list-style-type: none">● Identify subject, object, and possessive pronouns.● Subject, object, and possessive pronouns correctly in their writing.			
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South Carolina College-and Career-Ready Process Standards

RL.11.1 Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.	W.3.1. d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;
3.1. g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and provide a conclusion that follows from and reflects on the narrated experiences or events.	L.4.1 c. recognize and use appropriate continuity and shifts in pronoun number and person.

Unit 1d: Narrative reading/writing (Point of view)

Unit focus: Students will use short stories or novels to analyze the authors’ point of view.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RL.11.1 W.3.1 d, g RL.9.1 L. 4.1 c	I can: <ul style="list-style-type: none"> ● differentiate among first, second, and third person point of view. ● I can explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style. ● I can use imagery, precise words and phrases to convey experiences and events and to develop characters. 	5 days	Collections 6: <ul style="list-style-type: none"> ● “After The Hurricane” pg. 157 ● Language Conventions: Pronoun Number pg. 116 Pearson Literature <ul style="list-style-type: none"> ● Point of View p. 182 ● The Drive-In Movie p. 186 Novels: <ul style="list-style-type: none"> ● Ninth Ward ● Holes 	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet Discovery Education: <ul style="list-style-type: none"> ● Point of View Literature Interactive Notebook Interactive Notebooks-Literature eReading Worksheets: <ul style="list-style-type: none"> ● Point of view Flocabulary <ul style="list-style-type: none"> ● Point of view

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	<ul style="list-style-type: none">● I can use dialogue and effective techniques to develop experiences, events, and/or characters.● I can identify antecedents.● I can correct pronoun-antecedent agreement.			
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South Carolina College-and Career-Ready Process Standards	
RL.8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	RL.9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.
L.4.1 c. recognize and use appropriate continuity and shifts in pronoun number and person;	W3.1 f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

Unit 1e: Narrative reading/writing(Characterization)

Unit Focus: Students use a variety of short stories and novels to determine how characters are introduced and developed over the course of a work.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RL.8.1 W.3.1 RL.9.1 L. 4.1 c	I can: <ul style="list-style-type: none"> ● Analyze the development of characters. ● Describe characters with character traits. ● Explain how characters respond or change as the plot moves towards resolution. ● Identify, create, and use different types of figurative language. ● Recognize shifts in pronoun number and person. 	5 days	Collections 6: <ul style="list-style-type: none"> ● “Eleven” p 233 ● Language Conventions: Shifts in Pronoun Person pg. 156a Collections Close Reader: <ul style="list-style-type: none"> ● “From The Jumping Tree” p 3 Pearson Literature: <ul style="list-style-type: none"> ● Characterizations p. 16-17 ● Zlateh the Goat p. 60 Novels: <ul style="list-style-type: none"> ● Ninth Ward ● Holes 	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet eReading Worksheets: <ul style="list-style-type: none"> ● Characterization Lessons ● Character Types Flocabulary: <ul style="list-style-type: none"> ● Characters ● Pronouns ● Similes and Metaphors ● Hyperbole ● Personification ● Idioms ● Onomatopoeia ● Allusion

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South Carolina College-and Career-Ready Process Standards	
RL.6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL.9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.
W3.1 e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;	f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and
L.4.1 d. recognize and correct pronouns with unclear or ambiguous antecedents	

Unit 1f: Narrative reading/writing(Theme and summarizing) Unit focus: Students use a variety of short stories to determine how a theme is introduced and developed over the course of a work.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
RL. 6.1 W. 3.1 e, f, RL.9.1 L.4.1 d	I can: <ul style="list-style-type: none"> ● Analyze the literary text to identify theme(s) of a text. ● Write a summary of a text free from personal opinions and judgements. ● Recognize and correct pronouns with unclear or ambiguous antecedents. 	5 days	Collections 6: <ul style="list-style-type: none"> ● “My Wonder Horse” pg.211 ● Language Conventions: correct Vague Pronouns pg. 270 Pearson Literature: <ul style="list-style-type: none"> ● Theme p. 58-59 ● The Circuit p. 60 Novels: <ul style="list-style-type: none"> ● Ninth Ward ● Holes 	Flocabulary: <ul style="list-style-type: none"> ● Summarizing ● Theme eReading Worksheets: <ul style="list-style-type: none"> ● Theme

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	<ul style="list-style-type: none">● Determine the connotative meaning of words and phrases.● Use a variety of transition words, phrases, and clauses to convey sequence.● Strengthen my writing as needed by revising and editing.● Publish and present their final published copy.			
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South Carolina College-and Career-Ready Process Standards

RL.9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	L. 4.1 b. use intensive pronouns;
I. 3.1 Develop a plan of action by using appropriate discipline-specific strategies.	I. 3.2 Examine historical, social, cultural, or political context to broaden inquiry.
I.1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	W.2.1 b. use relevant information from multiple print and multimedia sources;
W. 2.1 h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation.	C. 2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.

Unit 2a: Informational reading/writing

Unit focus: Students study a variety of literary devices and literary techniques to determine the figurative and connotative meaning of words and phrases.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RL.9.1 RL 7.1 L.4.1 b I.3.1 I. 3.2 W.2.1 b, h	I can: <ul style="list-style-type: none"> ● Identify, create, and use different types of figurative language. ● Determine the connotative meaning of words and phrases. ● Use intensive pronouns. 	5 days	Collections 6: <ul style="list-style-type: none"> ● “The Banana Tree” pg.171 ● Language Conventions: Intensive Pronouns pg. 92 Novels: <ul style="list-style-type: none"> ● A Long Walk to Water ● Hero Pearson Literature: <ul style="list-style-type: none"> ● Connotation p. 534 	Action magazines Actively Learn Commonlit Flocabulary: <ul style="list-style-type: none"> ● Similes and Metaphors ● Hyperbole ● Personification ● Idioms ● Onomatopoeia ● Allusion

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				eReading Worksheets: <ul style="list-style-type: none">• Figurative Language
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South Carolina College-and Career-Ready Process Standards

RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	W.2.1 c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;
W. 2.1 f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;	W. 2.1 a. introduce a focused topic;
L4.1 e. recognize variations from standard English in one’s own and others' writing;	L4.1 f. identify and use strategies to improve expression in conventional language.
C. 2.2 Distinguish between credible and non-credible sources for information.	I.3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias
I. 2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	I. 3.4. Organize and categorize important information, revise ideas, and report relevant findings.

Unit 2b: Informational Reading/Writing (Central idea and key details)

Unit Focus: Students read and examine different mediums to identify central ideas and write summaries.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RI. 6.1 RL. 7.1 I.3.1 W.2.1 c, f, m L. 4.1 e, f	I can: <ul style="list-style-type: none"> ● Analyze central ideas within and across informational text. ● Develop a plan of action by using appropriate discipline-specific strategies. ● Use relevant information from 	5 days	Collections 6: <ul style="list-style-type: none"> ● “In the Spotlight” pg. 51 Collections Close Reader Book: <ul style="list-style-type: none"> ● “Face Your Fears and Scare the Phobia Out of Your Brain” pg. 13 Novels: <ul style="list-style-type: none"> ● A Long Walk to Water ● Hero 	Action magazines Actively Learn Commonlit Flocabulary: <ul style="list-style-type: none"> ● Main Idea eReading Worksheets: <ul style="list-style-type: none"> ● Main idea

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	<p>multiple print sources.</p> <ul style="list-style-type: none">● Paraphrase to avoid plagiarism.● Identify and use strategies to improve expression in conventional language.			
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South Carolina College-and Career-Ready Process Standards	
RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	W. 2.1 g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
W. 2.1 j. use appropriate transitions to clarify the relationships among ideas and concepts;	W. 2.1 m. provide a concluding statement or section that follows the information or explanation presented.
W. 2.1 i. follow a standard format for citation.	L4.1 e. recognize variations from standard English in one's own and others' writing
4.1 f. identify and use strategies to improve expression in conventional language.	I.4.3 Reflect on findings and pose appropriate questions for further inquiry.
I. 5.2 Employ past and present learning in order to monitor and guide inquiry.	

Unit 2c: Informational Reading/Writing				
Unit Focus: Students read and examine different mediums to identify central ideas and write summaries.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
R.I. 6.1 W. 2.1 g, j, m, i L4.1 e, f	I can <ul style="list-style-type: none"> ● Summarize a nonfiction text free of opinions. ● Use appropriate transitions in my writing. ● Write conclusion sentences. ● Develop and strengthen my 	5 days	Collections 6: <ul style="list-style-type: none"> ● “How Smart are Animals?” pg. 105-113 Novels: <ul style="list-style-type: none"> ● A Long Walk to Water ● Hero 	Action magazines Actively Learn Commonlit Flocabulary: <ul style="list-style-type: none"> ● Summarizing

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	<p>writing through revising and editing.</p> <ul style="list-style-type: none">● Follow a standard form of citation.● Identify sentences written correctly following standard English.			
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South Carolina College-and Career-Ready Process Standards	
RI.8.2 Identify text features and structures that support an author’s ideas or claim.	RI.11.1 Identify text features and structures that support an author’s idea or claim.
Writing: W. 2.1 d. use credible sources	W.2.1 b. use relevant information from multiple print and multimedia sources;
W. 2.1 h. paraphrase, quote, and summarize to avoid plagiarism	L 4.1 e. recognize variations from standard English in one’s own and others' writing
4.1 f. identify and use strategies to improve expression in conventional language.	I.5.1 Acknowledge and value individual and collective thinking;use feedback from peers and adults to guide the inquiry process.
I.5.3 Assess the process to revise strategies, address misconceptions, anticipate and overcome obstacles,a dn reflect on completeness of the inquiry.	

Unit 2d: Informational Reading/Writing				
Unit focus: Students read and examine different mediums to analyze text features.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
R.I. 8.2 R.I.11.1 W.2.1 d, b, h L.4.1 e, f	I can: <ul style="list-style-type: none"> ● Identify text features. ● Explain how text features support an author’s ideas. 	5 days	Collections 6: <ul style="list-style-type: none"> ● “Animal Snoops: The Wonderous World of Wildlife Spies” pg. 117 Collections Close Reader: <ul style="list-style-type: none"> ● “Bats” pg. 29 Novels: <ul style="list-style-type: none"> ● A Long Walk to Water ● Hero 	Action magazines Actively Learn Commonlit Flocabulary: <ul style="list-style-type: none"> ● Text Features

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South Carolina College-and Career-Ready Process Standards	
RI.8.2 Identify text features and structures that support an author’s ideas or claim.	RI.11.1 Identify text features and structures that support an author’s idea or claim.
W. 2.1 c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;	W. 2.1 f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
L 4.1 e. recognize variations from standard English in one’s own and others' writing;	L4.1 f. identify and use strategies to improve expression in conventional language.
I.4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	I.4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
C.4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	

Unit 2e: Informational Reading/Writing				
Unit Focus: Students read and examine different mediums to analyze text structures.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
R.I. 8.2 R.I.11.1 RL. 12.2 W2.1 c, f L4.1 e, f	I can: <ul style="list-style-type: none"> ● Identify text structures in a text. ● Explain how the structures support an author’s ideas or claim. 	5 days	Collections 6: <ul style="list-style-type: none"> ● “Mammoth Shakes and Monster Waves, Destruction in 12 Countries” pg. 139 Pearson Literature: <ul style="list-style-type: none"> ● Using Text Features p. 230 ● The Seven Wonders of the World p. 231 Novels: <ul style="list-style-type: none"> ● A Long Walk to Water 	Action magazines Actively Learn Commonlit Flocabulary: <ul style="list-style-type: none"> ● Text Structures

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| | | | <ul style="list-style-type: none">• Hero | |
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South Carolina College-and Career-Ready Process Standards

RI.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	W. 2.1 j. use appropriate transitions to clarify the relationships among ideas and concepts;
W. 2.1 a. introduce a focused topic;	W. 2.1 m. provide a concluding statement or section that follows the information or explanation presented.
L4.1 e. recognize variations from standard English in one's own and others' writing; and	4.1 f. identify and use strategies to improve expression in conventional language.
C.3.1 Analyze the impact of selected media and formats on meaning.	C.3.2 Utilize multimedia to enrich presentations.

Unit 2f: Informational Reading and Writing

Unit Focus: Students use a variety of articles and novels to make inferences and support inferences with evidence from the text.

Standards	Sequenced Objectives	Scope	Content Location	Resources
R.I.5.1 W.2.1 j, a, m L4.1 e, f	I can: <ul style="list-style-type: none"> • Analyze texts to draw conclusions and make inferences. • Support inferences and conclusions drawn with evidence from the text. 	5 days	Novels: <ul style="list-style-type: none"> • A Long Walk to Water • Hero 	Action magazines Actively Learn Commonlit Flocabulary: <ul style="list-style-type: none"> • Inference eReading Worksheets: <ul style="list-style-type: none"> • Inferences USA Test Prep: <ul style="list-style-type: none"> • Inferences

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South Carolina College-and Career-Ready Process Standards

RL.6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	W. 2.1 i. follow a standard format for citation.
W. 2.1 g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	L4.1 e. recognize variations from standard English in one’s own and others' writing; and
4.1 f. identify and use strategies to improve expression in conventional language.	

Unit 2g: Informational Reading/Writing

Unit Focus: Students will read a variety of short stories or novels to identify theme.

Standards	Sequenced Objectives	Scope	Content Location	Resources
R.L. 6.1 W2.1 i, g L4.1 e, f	I can: <ul style="list-style-type: none"> • Determine the theme of a text. 	5 days	Novels: <ul style="list-style-type: none"> • A Long Walk to Water • Hero Pearson Literature: <ul style="list-style-type: none"> • Theme: The Prince and the Pauper p. 572 	Action magazines Actively Learn Commonlit Flocabulary: <ul style="list-style-type: none"> • Theme eReading Worksheets: <ul style="list-style-type: none"> • Theme

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South Carolina College-and Career-Ready Process Standards	
RL.7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	L.4.1 e. recognize variations from standard English in one’s own and others' writing; and
L.4.1 f. identify and use strategies to improve expression in conventional language.	

Unit 2h: Informational Reading/Writing Compare/contrast texts in different forms or genres Unit Focus: Students will read a variety of texts to compare and contrast in different forms or genres in terms of their approaches to similar themes and topics.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
R.L. 7.2 RL 12.2 L4.1 e,f	I can: <ul style="list-style-type: none"> ● compare and contrast texts in different forms or genres. 	5 days	Collections 6: <ul style="list-style-type: none"> ● Comparing Texts p. 253-267 Collections Close Reader: <ul style="list-style-type: none"> ● “Community Hero: Chief Wilma Mankiller” p.87-90 ● “Every day is a New Day” pg. 91-96 Novels: <ul style="list-style-type: none"> ● A Long Walk to Water ● Hero ● Maniac Magee Pearson Literature: <ul style="list-style-type: none"> ● Comparing Texts p. 522 ● You’re a Good Man, Charlie Brown p. 524 ● Happiness is a Charming Charlie Brown at Orlando Rep p. 530 	Action magazines Actively Learn Commonlit NewsELA

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South Carolina College-and Career-Ready Process Standards	
RL10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	L4.1 e. recognize variations from standard English in one’s own and others' writing; and
L4.1 f. identify and use strategies to improve expression in conventional language.	

Unit 2i: Informational Reading/Writing Vocabulary (general academic/domain-specific/nuances/jargons) Unit Focus: Students use academic and domain-specific words in their writing and demonstrate an understanding of nuances and jargon.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
R.L. 10.6 L4.1 e, f	I can: <ul style="list-style-type: none"> ● Use academic and domain-specific words and phrases. ● Demonstrate an understanding of nuances and jargon. ● Revise and edit rough drafts. 	5 days	Novels: <ul style="list-style-type: none"> ● A Long Walk to Water ● Maniac Magee 	Action magazines Actively Learn Commonlit USA Test Prep: <ul style="list-style-type: none"> ● Jargon Video ● Jargon Video 2 ● Jargon Video 3 ● Jargon in Context ● Word Nuances ● Literary Nunances Flocabulary: <ul style="list-style-type: none"> ● Word Choice

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Semester Two

South Carolina College-and Career-Ready Process Standards	
RL.11.1 Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.	RI. 10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.
L5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.	C.4.1 Determine the effectiveness of a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

<p>Unit 3: Author’s Point of view/Multiple Accounts Unit Focus: Students will analyze multiple accounts of the same event or topic and explain how an author’s development of point of view impacts content, meaning, and style.</p>
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Standards	Sequenced Objectives	Scope	Content Location	Resources
RL. 11.1 RI. 10.1 L. 5.2	I can: <ul style="list-style-type: none"> ● Identify the point of view of a text. ● Explain how the point of view impacts content, meaning, and style of a text. ● Identify the perspective of the author. ● Compare and contrast multiple accounts. 	10 days	Picture Books: <ul style="list-style-type: none"> ● Malala’s Magic Pencil ● For the Right to Learn: Malala Yousafzai’s Story Pearson Literature Textbook: <ul style="list-style-type: none"> ● Author’s Viewpoint: <i>Jackie Robinson: Justice at Last</i> p. 256 	Action magazines Actively Learn Commonlit YouTube Read Alouds: <ul style="list-style-type: none"> ● Malala's Magic Pencil read aloud video ● For the Right to Learn Malala Yousafzai's Story read aloud video Analyzing multiple accounts lesson

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South Carolina College-and Career-Ready Process Standards	
RI. 11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	W1.1 a. introduce a focused claim and organize reasons and evidence clearly;
W. 1.1 c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;	e. develop and strengthen writing as needed by planning, revising, editing, rewriting
d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;	f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;
L5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.	

Unit 4a : Trace and Evaluate Arguments				
Unit Focus: Students will analyze arguments and claims, for validity and assess primary and secondary sources.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
RI. 11.2 W 1.1 a, c, d, e, f L. 5.2	I can: <ul style="list-style-type: none"> ● Identify a specific claim in a text. ● Write claims. ● Identify the reasons and evidence used by the author to support their claim. ● Support claims with clear reasons and relevant evidence. 	10 days	Collections 6: <ul style="list-style-type: none"> ● “Wild Animals Aren’t Pets” pg. 223-226 ● “Let People Own Exotic Animals” pg. 227-229 Collections 6 Close Reader: <ul style="list-style-type: none"> ● “Views on Zoos” pg. 63-68 Novels: <ul style="list-style-type: none"> ● Among the Hidden 	Action magazines Actively Learn Commonlit Evaluate arguments and claims and Answer key Evaluate an argument Lesson EngageNY Argument writing Argument Say-mean-matter graphic organizer

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	<ul style="list-style-type: none">● Distinguish between facts and opinions in an argumentative text.● Explain how an author used facts in support of or against an argument.● Identify a variety of evidence used by the author to support claims made in the text.			
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South Carolina College-and Career-Ready Process Standards	
RI. 11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	W 1.1. b. use information from multiple print and multimedia sources;
f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;	d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
e. develop and strengthen writing as needed by planning, revising, editing, rewriting	13.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
L5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.	

Unit 4b: Trace and Evaluate Arguments				
Unit Focus: Students will analyze arguments and claims, for validity and assess primary and secondary sources.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
RI. 11.2 W 1.1. b W 1.1 f W 1.1 d W 1.1 e L. 5.2	I can: <ul style="list-style-type: none"> ● Identify a specific claim in a text. ● Gather information from a variety of sources to support claim. ● Write a claim and support it with reasons and evidence. ● Identify the reasons and evidence used by the author to support their claim. 	10 days	Actively Learn: <ul style="list-style-type: none"> ● “Should People Play Video Games” ● “Why do Adults Think Video Games are Bad?” Novel: <ul style="list-style-type: none"> ● Among the Hidden 	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet Evaluate arguments and claims_ and Answer key Evaluate an argument Lesson EngageNY Argument writing Argument Say-mean-matter graphic organizer

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	<ul style="list-style-type: none">● Distinguish between facts and opinions in an argumentative text.● Explain how an author used facts in support of or against an argument.● Identify a variety of evidence used by the author to support claims made in the text.● Evaluate the effectiveness of the argument made by the author.			
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South Carolina College-and Career-Ready Process Standards	
RI. 11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	W1.1. b. use information from multiple print and multimedia sources;
f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;	d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
e. develop and strengthen writing as needed by planning, revising, editing, rewriting	I3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
L5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.	

Unit 4c: Argument Writing				
Unit focus: Students write arguments to support claims with clear reasons and relevant evidence.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
RI. 11.2 W 1.1. b W 1.1 f W 1.1 d W 1.1 e L. 5.2	I can: <ul style="list-style-type: none"> ● Identify a specific claim in a text. ● Gather information from a variety of sources to support claims. ● Write a claim and support it with reasons and evidence. ● Identify the reasons and evidence used by the author to support their claim. 	10 days	Novel: <ul style="list-style-type: none"> ● Among the Hidden 	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet Evaluate arguments and claims_ and Answer key Evaluate an argument Lesson EngageNY Argument writing Argument Say-mean-matter graphic organizer

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	<ul style="list-style-type: none">● Distinguish between facts and opinions in an argumentative text.● Explain how an author used facts in support of or against an argument.● Identify a variety of evidence used by the author to support claims made in the text.● Evaluate the effectiveness of the argument made by the author.			
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South Carolina College-and Career-Ready Process Standards	
RI.8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L.5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.	

Unit 5: Author’s Word Choice and TDA Unit focus: Students use a variety of short stories or novels to analyze the impact of specific word choice on the meaning and tone. Students use a variety of texts to analyze to write a text dependent analysis essay.				
Standards	Sequenced Objectives	Scope	Content Location	Resources
RI. 8.1 RL. 5.1 L. 5.2	I can: <ul style="list-style-type: none"> ● Analyze the impact of specific word choice on meaning and tone. ● Determine figurative meanings. ● Determine connotative meanings of words. ● Cite evidence to support analysis of what the text says. 	10 days	Novel: <ul style="list-style-type: none"> ● Among the Hidden Pearson Literature: <ul style="list-style-type: none"> ● Figurative Meaning: p. 698 	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet Discovery Education: <ul style="list-style-type: none"> ● Introducing Figurative Language ● Figurative Language Studio Board ● Similes and Metaphors Board Builder ● Practice Similes and Metaphors Board Builder ● Explains Metaphors Video ● Figurative Language: Similes ● Hyperbole Video Say-mean-matter graphic organizer;

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South Carolina College-and Career-Ready Process Standards

RI. 9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.

RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit: Week 6: Vocabulary and TDA

Unit focus: Students determine the meaning of a word or phrase using clues surrounding the word within a text. Students use a variety of texts to analyze to write a text dependent analysis essay.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RI. 9.1 RL. 5.1	I can: <ul style="list-style-type: none"> ● Determine the meaning of unfamiliar words using clues surrounding the word. ● Cite evidence to support analysis of what the text says. 	5 days	Novel: <ul style="list-style-type: none"> ● Among the Hidden Pearson Literature: <ul style="list-style-type: none"> ● Word Meaning/Origins p. 236-237 ● Multiple Meaning Words p. 372-373 	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet eReading Worksheets: <ul style="list-style-type: none"> ● Context Clues Discovery Ed: <ul style="list-style-type: none"> ● Context Clues video Say-mean-matter graphic organizer

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South Carolina College-and Career-Ready Process Standards

RL.8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.

RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit: Week 7: Plot and characters/Text Dependent Analysis

Unit Focus: Students use short stories or novels to describe how a plot unfolds and how characters respond or change as the plot moves toward a resolution. Students use a variety of texts to analyze to write a text dependent analysis essay.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RL 8.1 RL 5.1	I can: <ul style="list-style-type: none">Describe how the plot unfolds.Analyze how characters respond or change as the plot moves towards resolution.Cite evidence to support analysis of what the text says.	5 days	Novel: <ul style="list-style-type: none">Among the Hidden	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet eReading Worksheets: <ul style="list-style-type: none">SettingConflictPlot/story structure Say-mean-matter graphic organizer

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RL.6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 8: Analyze for Theme and summarize/TDA

Unit Focus: Students use short stories or novels to determine the theme of a text. Students use a variety of texts to analyze to write a text dependent analysis essay.

Standards	Sequenced Objectives	Scope	Content Location	Resources
RL. 6.1 RL. 5.1	I can: <ul style="list-style-type: none">● Determine the theme of a text.● Summarize a text free from personal opinions or judgments.	10 days	Novel: <ul style="list-style-type: none">● Among the Hidden	Actively Learn Commonlit Quizzes.com Kahoot Blooket Quizlet Flocabulary: <ul style="list-style-type: none">● Summarizing● Theme eReading Worksheets: <ul style="list-style-type: none">● Theme Say-mean-matter graphic organizer