

**M/J I Language Arts (6<sup>th</sup> grade)  
Year at a Glance**

<p style="text-align: center;">M/J I (6<sup>th</sup> Grade) Language Arts Course Description to be covered over 4 quarters</p>	<p style="text-align: center;"><b>Course Description</b></p> <p>The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn</li> <li>• analysis of literature and informational texts from varied literary periods to examine:             <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ elements of literature</li> <li>○ arguments and claims supported by textual evidence</li> <li>○ power and impact of language</li> <li>○ influence of history, culture, and setting on language</li> <li>○ personal critical and aesthetic response</li> </ul> </li> <li>• writing for varied purposes             <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined events</li> <li>○ writing to sources (short and longer research) using text based claims and evidence</li> </ul> </li> <li>• effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions</li> <li>• collaboration amongst peers</li> </ul> <p><i>*Unlike most other subjects, the English Language Arts standards are not taught in sequential order. This means that standards spiral in and out of each lesson and will be repeated throughout the year depending on the theme, task, and text.</i></p>	<p style="text-align: center;"><b><u>Family Resources</u></b></p> <p><a href="#">Language Arts Florida Standards Grade 6</a></p> <p><a href="#">ELA Throughout the Day</a></p> <p><a href="#">Coming Prepared to Discuss</a></p> <p><a href="#">What Is Text Based Talk?</a></p> <p><i>Please note that short and extended informational and argumentative writing tasks will be embedded into reading responses to support students as they progress towards the FSA Writing Assessment.</i></p>
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	Key Standards Covered	Examples of Resources
<p><b>Quarter 1</b> <b>Aug 10 – Oct 16</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite evidence from text that supports the analysis of, and includes inferences drawn, from the text. <a href="#">LAFS.6.RI.1.1</a> <a href="#">LAFS.6.RL.1.1</a></li> <li>• Determine a theme or central/main idea, identify details that support the central/main idea, summarize the text, and distinguish opinions and judgements. <a href="#">LAFS.6.RI.1.2</a> <a href="#">LAFS.6.RL.1.2</a></li> <li>• Use context clues to understand the meaning of words including figurative, connotative, and technical meanings. <a href="#">LAFS.6.L.3.4</a></li> <li>• Analyze how individual elements (sentence, paragraph, chapter, or sections) of informative text or literature contribute to the development of ideas or a story and the structure of the text. <a href="#">LAFS.6.RI.2.5</a> <a href="#">LAFS.6.RL.2.5</a></li> <li>• Compare and contrast texts of different genres that share similar events, individuals, or ideas. <a href="#">LAFS.6.RL.3.9</a> <a href="#">LAFS.6.RI.3.9</a></li> <li>• Describe story element and analyze point of view. <a href="#">LAFS.6.RI.2.6</a> <a href="#">LAFS.6.RL.2.6</a></li> <li>• Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. <a href="#">LAFS.6.L.1.1</a></li> <li>• Write argumentative and informative texts in order to produce clear and coherent writing; introduce a topic, organize ideas, information and use strategies to identify text structures. <a href="#">LAFS.6.W.1.1</a> <a href="#">LAFS.6.W.1.2</a></li> </ul>	<p><b><u>Anchor Text*</u></b></p> <p>“The Ravine” (short story by Graham Salisbury – page 3)</p> <p><b>Reading Support for students:</b></p> <p><a href="#">The Pavement Bookworm</a> (Close reading practice in multiple standards for 6<sup>th</sup> graders)</p> <p><b>Sample Writing Task:</b></p> <p>Write two paragraphs that compare and contrast the main characters in the story. Explain how they are similar and different using support from the text.</p>

	Key Standards Covered	Examples of Resources
<p><b>Quarter 2</b> <b>Oct 20 – Dec 18</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite evidence from text that supports the analysis of, and includes inferences drawn, from the text. <a href="#">LAFS.6.RI.1.1</a> <a href="#">LAFS.6.RL.1.1</a></li> <li>• Determine a theme or central/main idea, identify details that support the central/main idea, summarize the text, and distinguish opinions and judgements. <a href="#">LAFS.6.RI.1.2</a> <a href="#">LAFS.6.RL.1.2</a></li> <li>• Compare and contrast texts of different genres that share similar events, individuals, or ideas. <a href="#">LAFS.6.RL.3.9</a> <a href="#">LAFS.6.RI.3.9</a></li> <li>• Identify and analyze textual structure depending on the different genre and/or selection. <a href="#">LAFS.6.RL.2.5</a></li> <li>• Analyze the impact of specific word choice on tone and meaning. <a href="#">LAFS.6.RL.2.4</a></li> <li>• 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. <a href="#">LAFS.6.L.3.4</a></li> <li>• Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. <a href="#">LAFS.6.L.1.1</a></li> <li>• Write argumentative and informative texts in order to produce clear and coherent writing; introduce a topic, organize ideas, information and use strategies to identify text structures; use appropriate transitions to clarify the relationships among ideas and concepts. <a href="#">LAFS.6.W.1.1</a> <a href="#">LAFS.6.W.1.2</a></li> </ul>	<p><b><u>Anchor Text*</u></b></p> <p>“Mammoth Shakes and Monster Waves” (by Brenda Z. Guiberson-p.139)</p> <p><b>Reading Support for Students:</b> <b><u>Turn the Key: Unlocking Authors’ Intentions</u></b></p> <p><b>Writing Support for Students:</b> <b><u>Mission Possible</u></b> (Students can practice determining theme) <b><u>Writing Workshop</u></b> (Students can practice writing with persuasion)</p> <p><b>Sample Writing Task:</b> In a small group, discuss the causes and effects of a specific natural disaster then write several paragraphs that express those causes and effects.</p>
	Key Standards Covered	Examples of Resources
<p><b>Quarter 3</b> <b>Jan 6 – Mar 17</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite evidence from text that supports the analysis of, and includes inferences drawn, from the text. <a href="#">LAFS.6.RI.1.1</a> <a href="#">LAFS.6.RL.1.1</a></li> <li>• Determine a theme or central/main idea, identify details that support the central/main idea, summarize the text, and distinguish opinions and judgements. <a href="#">LAFS.6.RI.1.2</a> <a href="#">LAFS.6.RL.1.2</a></li> </ul>	<p><b><u>Anchor Text*</u></b></p> <p>“Medusa’s Head” (Myth by Agha Shahid Ali in the <i>Close Reader</i>- page 101) “Medusa” (Poem by Agha Shahid Ali in the <i>Close Reader</i>- page 113)</p>

	<ul style="list-style-type: none"> <li>• Explain how an author develops point of view of the narrator or speaker in a text. <a href="#">LAFS.6.RI.2.6</a> <a href="#">LAFS.6.RL.2.6</a></li> <li>• Analyze how a sentence, chapter, scene, or stanza adds to the development of theme, setting or plot in different genres. <a href="#">LAFS.6.RL.2.5</a></li> <li>• Using different media formats to integrate information. <a href="#">LAFS.6.RI.3.7</a></li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. <a href="#">LAFS.6.L.3.4</a></li> <li>• Write arguments which support claims using valid evidence and clear reasons. <a href="#">LAFS.6.W.1.1</a></li> <li>• Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. <a href="#">LAFS.6.L.1.1</a></li> </ul>	<p><b>Writing Support for Students:</b></p> <p><a href="#">Which Writing is Right?</a> (Students can practice writing expository essays in preparation for FSA writing)</p> <p><a href="#">State your Claim</a> (Students can practice writing argument essays in preparation for FSA writing)</p> <p><b>Reading Support for Students:</b></p> <p><a href="#">Turning the Key: Unlocking Author's Intention</a> Sample Writing Prompt:</p> <p><a href="#">See FSA Portal for sample and resources!</a></p>
<p><b>Quarter 4</b> <b>Mar 29 – May 26</b></p>	<b>Key Standards Covered</b>	<b>Examples of Resources</b>
	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite evidence from text that supports the analysis of, and includes inferences drawn, from the text. <a href="#">LAFS.6.RI.1.1</a> <a href="#">LAFS.6.RL.1.1</a></li> <li>• Determine a theme or central/main idea, identify details that support the central/main idea, summarize the text, and distinguish opinions and judgements. <a href="#">LAFS.6.RI.1.2</a> <a href="#">LAFS.6.RL.1.2</a></li> <li>• Explain how an author develops point of view of the narrator or speaker in a text. <a href="#">LAFS.6.RI.2.6</a> <a href="#">LAFS.6.RL.2.6</a></li> <li>• Determine or clarify the meaning of unknown and multiple meaning words and phrases. <a href="#">LAFS.6.L.3.4</a></li> </ul>	<p><b><u>Anchor Text*</u></b> from “It Worked for Me: In Life and Leadership” (memoir by Colin Powell- page 253 and from biography by Warren Brown- page 260)</p> <p><b>Writing Support for Students:</b> <a href="#">Why the Attitude?</a> (Students practice writing with tone, voice, and emotion)</p> <p><b>Reading Support for Students:</b> <a href="#">Solving Word Mysteries</a></p>

	<ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events creative in nature. <a href="#">LAFS.6.W.1.3</a></li> <li>• Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. <a href="#">LAFS.6.L.1.1</a></li> </ul>	<p><u>Sample Writing Task:</u>  4<sup>th</sup> quarter offers opportunity for creative writing, i.e. poetry, memoir, narratives to encourage student exploration of themselves and the world through their writing.</p>
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