

Grade 6 - Year at a Glance
M/J I Language Arts

A Note to Parents: State standards require your student's language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, cultural, and ideological spectrum. Students will analyze texts in the context of the time they were written and in comparison with texts from other literary periods. Along this journey, students may encounter language, attitudes, themes, or characters they find unfamiliar or challenging. Your child's teachers are prepared for this. They are trained to facilitate text-based writing and discussion that encourage analysis, reflection, and research, not just simple answers. Students are not told what to think. They are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher's goal is to create a safe learning environment for all students while actively engaging them in all aspects of literacy. If you are concerned about what your child will be reading in class, please preview upcoming class texts and discuss alternate texts with the teacher if needed. Together we are better!

What is the purpose of this course?

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.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- 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
- collaboration amongst peers

What will Grade 6 students be expected to do?

English Language Arts Expectations:

ELA.K12.EE.1.1 - Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 - Make inferences to support comprehension.

ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1 - Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 - Use appropriate voice and tone when speaking or writing.

Grade 6 Writing Types Expectations

ELA.6.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.

ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.

ELA.6.C.1.4: Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

Grade 6 Grammar/Mechanics Expectations –

- Use comparative and superlative forms of adjectives
- Use pronouns correctly with regard to case, number, and person, and reference.
- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Here is a link with a more detailed list and description of the ELA state standards:

<http://www.fldoe.org/core/fileparse.php/18736/urlt/ELAStandards.pdf>

What will Grade 6 students be reading and discussing?

Quarter	Sample Themes	Sample Texts
<i>The themes and texts below are samples from our adopted instructional resources. Teachers have autonomy to choose/develop appropriate supplemental and alternative texts, lessons, and projects to address the required state standards.</i>		
Quarter 1	Testing our limits - What do we do when life gets hard? How do we respond in a difficult situation?	Eleven (Fiction) The Mighty Miss Malone (Fiction) Scout’s Honor (Fiction) How Malcolm Learned to Read (Poetry) Red Scarf Girl (Memoir) Hatchet (Fiction) The Magic Marker Mystery (Drama) The Good Samaritan (Fiction) Jabberwocky (Poetry) A Wrinkle in Time (Fiction)
Quarter 2	How do relationships shape us? - How do relationships shape us? What kinds of relationships do people have?	Roll of Thunder, Hear My Cry (Fiction) Teenagers (Poetry) Tableau (Poetry) Eulogy of the Dog (Informational Text) The Voice in My Head (Informational Text) We’re on the Same Team (Informational Text) The House on the Hill (Poetry) The Treasure of Lemon Brown (Fiction) The Circuit (Fiction) That Day (Poetry) A Poem for My Librarian, Mrs. Long (Poetry) Walk Two Moons

Quarter 3	In the Dark - How do you know what to do when there are no instructions? Is darkness a place to live in, run from, or explore?	Life Doesn't Frighten Me (Poetry) Elena (Poetry) Hatshepsut: His Majesty, Herself (Informational) Heroes Every Child Should Know: Perseus (Fiction) The Lightning Thief (Fiction) Yet Do I Marvel (Poetry) I, Too (Poetry) Donna O'Meara: The Volcano Lady (Informational) Dare to be creative! (Informational) Margaret Bourke-White: Fearless Photographer (Informational) Everybody Jump (from What If?) (Informational) Black Ships Before Troy: The Story of the Iliad Hoot The Lightning Thief
Quarter 4	Personal Best - What qualities of character do people need in order to achieve their personal best? Must one make sacrifices or face big challenges in order to reach it?	I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban (Informational) Malala Yousafzai - Nobel Lecture (Informational) Priscilla and the Wimps (Fiction) Letter to Xavier High School (Informational) All Summer in a Day (Fiction) Bullying in Schools (Argumentative) Incidents in the Life of a Slave Girl (Informational) Harriet Tubman: Conductor on the Underground Railroad (Informational) Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970 (Informational) Celebrities as Heroes (Argumentative) Famous (Poetry) Little Women
Optional Units Available in Approved District Resources		
Unit 5 (optional)	Making Your Mark - What's your story? How does one "make a mark" on the world? Act like a model child? Be the best in the class? Isn't being a loyal friend or a kind and thoughtful person enough to make a mark? What if you make a mark by behaving badly? Does that count?	Speech to the National Council of Negro Women (2001) (Informational Text) Warriors Don't Cry (Informational Text) Damon and Pythias (Drama) Amigo Brothers (Fiction) Listen, Slowly (Fiction) Charles (Fiction) Saying Yes (Poetry) The All-American Slurp (Fiction) Helen Keller (Poetry) The Story of My Life (Informational Text) The Miracle Worker (Drama)
Unit 6 (optional)	True to Yourself - Who are you meant to be? What does it mean to be true to yourself? How does a person find his or her true self? What do readers learn when they study and analyze fictional	A BEACON of Hope: The Story of Hannah Herbst (Informational) Shree Bose: Never Too Young to Change the World (Informational) Letter to His Daughter (Informational) The Story Behind the Bus (Informational)

	<p>characters and real-life individuals who are in search of themselves? How does reading stories help readers figure out who they are themselves?</p>	<p>Rosa (Poetry) Rosa Parks: My Story (Informational) Brave (Graphic Novel) I Never Had It Made (Informational) Touching Spirit Bear (Fiction) Eleanor Roosevelt: A Life of Discovery</p>
How can I help my student to be successful in his/her English class?		
	Support Resources	Everyday Activities
Reading	<p>What Is Text Based Talk?</p> <p>The Pavement Bookworm (Close reading practice in multiple standards for 6th graders)</p> <p>Turn the Key: Unlocking Authors' Intentions</p>	<p>Engage your student in discussions of current events.</p> <p>Engage your student in guessing or predicting possible outcomes and to give reasons for those predictions.</p> <p>Prompt your student to elaborate on their opinions with “why?” or “how?” Challenge them to consider or refute an opposing opinion.</p> <p>Give your student opportunities to read aloud to you whenever possible (ingredients, recipes, social media posts, news stories, music lyrics).</p> <p>Encourage personal forms of writing (For example, journal writing, poetry, Youtube scripts, song lyrics, letters, meaningful social media posts, gaming directions, etc.).</p>
Writing	<p>Mission Possible (Students can practice determining theme)</p> <p>Writing Workshop (Students can practice writing with persuasion)</p> <p>Which Writing is Right? (Students can practice writing expository essays in preparation for FSA writing)</p> <p>State your Claim (Students can practice writing argument essays in preparation for FSA writing)</p> <p>Why the Attitude? (Students practice writing with tone, voice, and emotion)</p>	
Vocabulary	<p>Solving Word Mysteries</p>	