

Brandon Valley School District

ELA

Scope and Sequence

Grade: 6

Quarter 1

Unit 1	
Timeline (month/days)	Standard(s)
Weeks 1-5 Aug. 19- Sept. 18)	INTRO TO 6TH GRADE, RAVINE, RICHEST MAN IN TOWN
	6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text
	6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	6.RL.4 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.
	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	6.SL.1 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
	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
	6.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
	6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
	6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research

Weeks 6-8 Sept 21- Oct.9	FINE, PERSONAL NARRATIVE
	6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	6.RL.4 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.
	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	6.SL.1 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.
	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Weeks 9-11 (Oct. 12-30)	LIFE DOESN'T FRIGHTEN ME, CASEY AT THE BAT, ABANDONED FARMHOUSE, POETRY
	6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
	6.RL.4 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.
	6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	6.SL.1 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
	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Quarter 2

UNIT 2	
Timeline (month/days)	Standard(s)
Weeks 12-13 (Nov. 2- Nov.13)	FEARS AND PHOBIAS, SUMMARIZING, TEXT STRUCTURES/FEATURES
	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
	6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

	<p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>6.SL.1 Engage effectively in a range of collaborative discussions with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>6.L.4 Determine or clarify in a range of collaborative discussions with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Week 14 (Nov. 16-20)	<p>TEAM MEETING</p> <p>6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.</p> <p>6.RL.2 Determine a theme or central idea(s) 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>6.RL.3 Describe how a particular story 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>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity band independently and proficiently, with scaffolding guidance and support as needed at the high end of the range.</p> <p>6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)</p> <p>6.W.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 produce writing with a minimum two-three pages in a single sitting.</p> <p>6.W.7 Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>6.W.8 Gather relevant information from multiple print and digital sources.</p> <p>6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (in a single sitting or in a day or two) for a range of discipline specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p>6.SL.1 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> <p>6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

	<p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading content, choosing flexibly from a range of strategies</p> <p>6.L.6 Acquire and use accurate 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>
Week 15 (Nov. 23-24)	<p>HOW TO MAKE A THANKSGIVING TURKEY</p> <p>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgements.</p> <p>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.7 Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3.)</p> <p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p>6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
Weeks 16-18 (Nov. 30 - Dec. 18)	<p>A NIGHT TO REMEMBER, TITANIC RESEARCH</p> <p>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.</p> <p>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

	6.L.6 Acquire and use accurate grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Week 19 Dec. 21-23	HOLIDAY ACTIVITY
	6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text. 6
Week 20 (Jan 4-7)	BANANA TREE
	6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	6.RL.4 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.
	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of
	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
	6.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
	6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

Quarter 3

Unit 3	
Timeline (month/days)	Standard(s)
Weeks 21-23 (Jan 11-29)	MY WONDER HORSE, FLICKA, SUMMARIZING FICTION
	6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text. 6
	6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	6.RL.4 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.
	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	6.SL.1 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

	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context
	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
	6.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
	6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
	6.W.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, produce writing with a minimum of two-three pages in a single sitting.
	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Weeks 23-25 (Feb. 1 - Feb. 19)	WILD ANIMALS AREN'T PETS, RESEARCH FOR ARGUMENT PARAGRAPH
	6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
	6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	6.RI.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.
	6.RI.9 Compare and contrast two authors' presentations of events on the same topic.
	6.W.1 Write arguments to support claims with clear reasons and relevant evidence.
	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) within diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	6.L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	6.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
Week 26 (Feb. 22-26)	TEAM MEETING
	6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

	6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity band independently and proficiently, with scaffolding guidance and support as needed at the high end of the range.
	6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
	6.W.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 produce writing with a minimum two-three pages in a single sitting.
	6.W.7 Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate.
	6.W.8 Gather relevant information from multiple print and digital sources.
	6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
	6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) within diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	6.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
Week 27 (March 1-5)	COLIN POWELL
	6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text

	distinct from personal opinions or judgments.
	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
	6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text
	6.RI.7 Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
	6.RI.9 Compare and contrast two authors' presentations of events on the same topic.
	6.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research
	6.SL.1 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
	6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of
	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
	6.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Quarter 4

Timeline (month/days)	Standard(s)
Week 28-29 (Mar. 8-19)	FIRST DAY OF SCHOOL
	6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
	6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	6.RL.4 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>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>
Week 30-31 (March 22-April 2)	<p>ROAD NOT TAKEN</p> <p>6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text. 6</p> <p>6.RL.2 Determine a theme or central idea(s) 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>6.RL.4 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>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p>6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>
Week 32 (April 5-9)	TEST PREP
Week 33 (Apr. 12-16)	STATE TESTING
Weeks 34-39 (April 19-May 14)	<p>LIT CIRCLES</p> <p>6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text. 6</p> <p>6.RL.2 Determine a theme or central idea(s) 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>6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity band independently and proficiently, with scaffolding guidance and support as needed at the high end of the range.</p> <p>6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as</p>

	needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6.)
	6.W.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 produce writing with a minimum two-three pages in a single sitting.
	6.W.7 Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate.
	6.W.8 Gather relevant information from multiple print and digital sources.
	6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
	6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	6.L.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

*Pink-priority, Yellow-supporting, Green-supplementary.

*60 minute class periods

Notes Q1

First Week (3 days) UNRAAVEL/RACE

Weeks 1-4 The Richest Man in Town/Figurative Language/Plot/RAVINE/Compare and Contrast writing

Weeks 5-7 Fine?/Personal Narrative

Weeks 8-10 Life Doesn't Frighten Me/Casey at the Bat/Poetry Unit/Abandoned Farmhouse

Weekly ELA packets

Notes Q2

Weeks 11-13 Fears and Phobias/Summarizing/Text Structures/Features

Weekly ELA packets

Week 14 Team Meeting

Week 15 Thanksgiving Turkey

Week 16-18 A Night to Remember/research

Holiday activities

Week 19 Banana Tree

Notes Q3

Weekly ELA packets

Week 20-21 My Wonder Horse- Video, Summarizing Fiction

Weeks 22-24 Wild Animals/research/argument paragraph

Week 25 Team Meeting

Week 26 Colin Powell

Notes Q4

Weeks 30-31 First Day of School

Week 32 Road Not Taken

Week 33 Review

Week 34 Testing

Week 35-39 Lit Circles

Weekly ELA packets