



**Sixth Grade  
Quarter 1**

Name of Unit/Big Idea:	Stories of Survival in literacy and middle school transition (workshop 1, 5 and Hatchet)
Brief Description:	Students will examine human survival situations both extreme and daily.
Length of Course (Days/Weeks):	
Essential Questions:	Who will survive?
Common Core State ELA or Math Standards:	<p>Parts of speech review overview of all 8 parts of speech</p> <p>Set up independent reading routines <b>Reading Informational Text/Reading Literature</b></p> <p><b>RL/RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</b></p> <p><b>RL/RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal</b></p>

opinions or judgments.

RL/RI.6.3. 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

RL/RI.6.4. 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.

RL/RI.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL/RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI/RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

### **Language**

L.6.1. Demonstrate command of the conventions of standard English grammar and usage

L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1.B Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.\*

L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*

L.6.5.A Interpret figures of speech (e.g., personification) in context.

L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

### **Writing**

W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.E Provide a concluding statement or section that follows from the argument presented

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- o W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an

W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- o W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3.E Provide a conclusion that follows from the narrated experiences or events.

W.6.4. 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 above.)

W.6.5. With some guidance and support from peers and adults, develop and

	<p>strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting</p>	
Students will need to know . . . (vocabulary & skills)		Resources and assessments

**Summative  
Assessments:**

**Formative  
Assessments:**





**Sixth Grade  
Quarter 2**

Name of Unit/Big Idea:	Earth Alert (Workshop 3 and 2 or 4, and Hoot or Lit circle)
Brief Description:	students will investigate problems related to environmental change and what we can do to address them
Length of Course (Days/Weeks):	
Essential Questions:	How are we changing the earth?
Common Core State ELA or Math Standards:	<p><b>Reading Informational Text/ Reading Literature</b></p> <p>RL/RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL/RI .6.4. 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>RL/RI.6.5. 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>RL/RI.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>

RL/RI.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL/RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### **Language**

L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.5.A Interpret figures of speech (e.g., personification) in context.

### **Writing**

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- o W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- o W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- o Use appropriate transitions to clarify the relationships among ideas and concepts.
- o W.6.2.C Use precise language and domain-specific vocabulary to

	<p>inform about or explain the topic.</p> <p>W.6.2.D Establish and maintain a formal style</p> <ul style="list-style-type: none"> <li>o W.6.2.E Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> <p>W.6.4. 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 above.)</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting</p> <ul style="list-style-type: none"> <li>o</li> </ul>	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments

**Summative  
Assessments:**

**Formative  
Assessments:**





**Sixth Grade  
Quarter 3**

Big idea/	Workshop 7, Novels, Medieval,
Brief Description:	students read and learn about how to achieve their goals and dreams
Length of Course (Days/Weeks):	
Essential Questions:	How can I get what I want out of life?
Common Core State ELA or Math Standards:	<p><b>Reading Informational Text/Reading Literature</b></p> <p>RL/RI.6.4. 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>RL/RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL/RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>Language</b></p> <p>L.6.5.A Interpret figures of speech (e.g., personification) in context.</p>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> <li>• W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</li> </ul>	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments

		<p><b>Summative Assessments:</b></p> <p><b>Formative Assessments:</b></p>
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**Sixth Grade  
Quarter 4**

Name of Unit/Big Idea:	Animal Watch and On A Mission
Brief Description:	Students will explore the relationships and responsibilities between animals and humans
Length of Course (Days/Weeks):	How do humans and animals change each other? What is our responsibility to others?
Essential Questions:	
Common Core State ELA or Math Standards:	<b>Reading Informational Text/Reading Literature</b> RL/RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  RL/RI.6.4. 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.  RL/RI.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL/RI.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL/RI.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

### **Language**

L6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.5.A Interpret figures of speech (e.g., personification) in context.

L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (*as in analogies*)

### **Writing**

W.6.1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.

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

	<p>text.</p> <ul style="list-style-type: none"> <li>o Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>o Establish and maintain a formal style.</li> <li>o Provide a concluding statement or section that follows from the argument presented.</li> </ul> <p>W.6.2. 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>W.6.4. 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 above.)</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting</p>	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments

**Summative  
Assessments:**

**Formative  
Assessments:**

