

English Language Arts 2014 ©

Sixth Grade				
Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 Stories of Change	What makes a good story? How can change be significant?	paraphrase summarize synonym antonym sequence cause-effect analyze transitions coherence	EA 1: Writing a Personal Narrative EA 2: Writing a Short Story	<ul style="list-style-type: none"> To understand how change can be significant. To analyze key ideas and details in addition to craft and structure in print and non-print texts To use narrative techniques such as sequencing, dialogue, and descriptive language To write narratives to develop real or imagined events To understand pronouns and the conventions of punctuating dialogue
Unit 2 The Power to Change <i>Walk Two Moons</i> (Novel) <i>Temple Grandin</i> (Film)	How can talking and working with others help one analyze a novel? How do internal and external forces help people grow?	reflection compare-contrast inference prediction communication (verbal/nonverbal) synthesize	EA 1: Responding to Literature EA 2: Writing an Expository Essay	<ul style="list-style-type: none"> To analyze literary elements To apply a variety of reading strategies to fiction and nonfiction texts To collaborate and communicate effectively To write an expository essay To practice using verb tenses and creating sentence variety
Unit 3 Changing Perspectives	Why do we have controversy in society? How do we communicate in order to convince others?	controversy argument claim reasons evidence research citation textual evidence credible relevant sufficient	EA 1: Researching and Debating a Controversy EA 2: Writing an Argumentative Letter	<ul style="list-style-type: none"> To analyze informational texts To practice nonfiction reading strategies To support a claim with reasons and evidence To engage effectively in a variety of collaborative discussions To write an argumentative letter To understand and use simple, compound, and complex sentence structures
Unit 4 The Final Act <i>The Taming of the Shrew</i> (excerpts) (Drama)	How can research shape one's understanding of a literary text? How is reading a text similar to and different from viewing and performing a text?	collaborate source multimedia bibliography evaluate synthesize annotate	EA 1: Researching and Presenting Shakespeare EA 2: Presenting Shakespeare	<ul style="list-style-type: none"> To analyze and understand the relationship among setting, characterization, conflict, and plot To research a drama from a different time period To rehearse and present an engaging performance of a drama To revise for effective sentence variety

<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;">Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning</p>
<p>Personal Narrative: “The Jacket,” by Gary Soto</p> <p>Novel: Excerpt from <i>Kira-Kira</i>, by Cynthia Kadohata</p> <p>Short Story: “Thank You, M’am,” by Langston Hughes “Eleven,” from <i>Woman Hollering Creek and Other Stories</i> by Sandra Cisneros</p> <p>Novel: <i>Walk Two Moons</i>, by Sharon Creech</p> <p>Memoir: Excerpt from <i>Travels with Charley</i>, by John Steinbeck</p> <p>News Column: “Saying Farewell to a Faithful Pal,” by John Grogan</p> <p>Film Biography: <i>Temple Grandin</i></p> <p>Autobiography: “My Story” from <i>Animals in Translation</i>, by Temple Grandin and Catherine Johnson</p> <p>Editorial: “Don't ban peanuts at school, but teach about the dangers,” by Register Editorial Board</p> <p>News Article: “Penny Problem: Not Worth Metal It's Made Of,” by Yunji de Nies</p> <p>Historical Document: “Letter on Thomas Jefferson,” by John Adams (1776)</p> <p>Letter: “The First Americans,” by Scott H. Peters, the Grand Council Fire of American Indians</p> <p>Essay: Excerpts from The Folger Shakespeare Library’s <i>The Taming of the Shrew</i> : “<i>The Taming of the Shrew: A Modern Perspective</i>,” by Karen Newman; “Shakespeare’s Life,” by Barbara A. Mowat and Paul Werstine</p> <p>Poem: “Oranges,” by Gary Soto “Jabberwocky,” by Lewis Carroll “Fireflies,” by Paul Fleishman</p> <p>Drama: “The Millionaire Miser,” by Aaron Shepard Excerpts from <i>The Taming of the Shrew</i>, by William Shakespeare</p> <p>Film: <i>The Taming of the Shrew</i>, directed by Franco Zeffirelli, 1967</p>	<ul style="list-style-type: none"> • Close Reading • QHT • Marking the Text • Adding by Looping • Deleting • Double Entry Journal • Questioning the Text • Literature Circles • Replacing • Diffusing • Paraphrasing • Re-reading • Metacognitive Markers • Drama Games • Oral Interpretation • Choral Reading
	<p style="text-align: center;">LANGUAGE AND WRITER’S CRAFT</p> <p style="text-align: center;">Instruction that provides grammar support and instruction in the context of actual reading and writing</p> <ul style="list-style-type: none"> • Transitions • Revising for Transitions • Vivid Verbs • Varied Sentence Patterns • Pronoun Usage and Agreement • Sentence Variety • Revising for Figurative Language • Parallel Structure • Formal Style • Using Appositives • Revising by Creating Complex Sentences • Choosing Sentence Structure • Pronoun Usage