Select a Course:	Advanced Language Arts Grade 6
Teacher:	CORE Advanced Language Arts Grade 6
Course:	Advanced Language Arts Grade 6
Year:	2016-17
Months:	- All -

🏠 Grade 6 Advanced ELA Real Reading

August

Enduring Understandings ✄	**Essential Questions** ✄	**Standards** ✄	**Knowledge & Skills** ✄	**Academic Language** ✄
🏠 Metacognition is the foundation of the learning process. 🏠 Discussion leads to a deeper understanding. 🏠 Readers employ a variety of strategies to comprehend a text. 🏠 Using other sources can effectively build comprehension when used and cited correctly. 🏠 Readers annotate texts in order to track their thinking and to engage with the texts. 🏠 Readers use schema to make connections and inferences to better comprehend and appreciate a text.	🏠 Why read? 🏠 What do good readers do? How do I know if I'm "really" reading? 🏠 What is metacognition and how does it relate to your ability to solve problems? 🏠 What kinds of discussions lead to better understanding? 🏠 Why do readers employ different strategies at different times? 🏠 What strategies have been most successful for building your comprehension? 🏠 How do sources enhance our understanding of a subject?	L.7.6 - Acquire and use accurately grade-appropriateb general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. W.7.1 - Write arguments to support	🏠 How reading is used in a variety of contexts and in a variety of careers 🏠 Reading Strategies: 　○ Making Connections 　○ Making Inferences 　○ Asking Thin & Thick Questions 　○ Determining Importance 　○ Using Metacognition 　○ Rereading 　○ Using Text Features 　○ Using Context Clues 　○ Summarizing 　○ Annotating 🏠 The definition of metacognition 🏠 A list of common themes 🏠 A variety of Literature Genres 🏠 Use reading strategies to understand a text 🏠 Cite a source (at a basic level) 🏠 Compare and contrast genres and subgenres of literature	🏠 Metacognition 🏠 Context Clues 🏠 Schema 🏠 Theme 🏠 Thin Questions 🏠 Thick Questions 🏠 Annotation 🏠 Inferences 🏠 Paraphrasing 🏠 Summarizing 🏠 Text Features

claims with clear reasons and relevant evidence.

G6-8:1.1 - Use features of a computer operating system (e.g., determine available space on local storage devices and remote storage resources, access the size and format of files, identify the version of an application).

G6-8:1.2 - Identify successful troubleshooting strategies for minor hardware and software issues/problems (e.g., "frozen screen").

G6-8:1.7 - Create, save, open, and import a word processing document in different file formats (e.g., RTF, HTML).

G6-8:1.10 - Perform simple operations in a database (i.e., browse, sort, filter, search on selected criteria, delete data, enter data).

G6-8:1.18 - Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).

G6-8:2.1 - Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.

G6-8:2.4 - Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).

G6-8:2.7 - Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.

G6-8:3.1 - Explain and demonstrate effective searching and browsing strategies when working on projects.

G6-8:3.2 - Collect, organize, and analyze digital information from a variety of sources, with attribution.

L.7.2b - Spell correctly.

Identify big ideas or themes in a text

Reflect on their reading skills and the strategies they employ

Monitor their reading metacognitively

September	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language

6th Grade ALA Personal Freedoms

	Enduring	Essential		Knowledge	Academic

	Understandings ✕	Questions ✕	Standards ✕	& Skills ✕	Language ✕
October	🏠 Every cause has an effect. 🏠 Freedom isn't free. 🏠 Characters are developed in a variety of ways. 🏠 With risks come great rewards.	🏠 How does government control impact citizens?/How much control should government have over citizens? 🏠 Is there a price to pay for freedom? 🏠 How do characters develop throughout a story? 🏠 Why should we take risks? 🏠 Why does every cause have an effect?	L.7.4a - 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.7.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subjects (e.g., how the delivery of a speech affects the impact of the words). RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic,	🏠 Understand that every cause has an effect. 🏠 Analyze character traits and how characters develop throughout a story. 🏠 Identify types of conflict wihtin a text 🏠 Defend a position through debate and discussion. 🏠 Support opinions with textual evidence.	🏠 Characterization (implicit and explicit) 🏠 Textual Evidence 🏠 Democracy 🏠 Freedom 🏠 Compare/Contrast 🏠 Analogy 🏠 Retell 🏠 Support 🏠 Refer 🏠 Identify 🏠 Organize 🏠 Develop 🏠 Internal/External Conflict 🏠 Risk and Reward

text, or issue under study.

SL.7.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.

G6-8:3.4 - Independently use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.

G6-8:3.7 - Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.

G6-8:3.9 - Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).

RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims.

RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

W.7.5 - 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)

November	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

🏠 **6th Grade ALA Author's Craft**

December

Enduring Understandings ✖	Essential Questions ✖	Standards ✖	Knowledge & Skills ✖	Academic Language ✖

🏠 3 Types of irony
 	
🏠 Figurative language
 	
🏠 Tone/mood
 	
🏠 Making a claim and supporting it with textual evidence
	🏠 How does the use of irony in a story impact the reader?
	
	🏠 Why do authors use various literary elements and how do those elements impact the reader? (How do they say it?)
	
	🏠 Why is it beneficial to be able to support a claim with textual evidence?
		L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		
		L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		
		RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
		
		RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
		
		SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		
		SL.7.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		
		W.7.4 - 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.)
		
		G6-8:1.6 - Demonstrate use of intermediate features in word processing applications (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables).
		
		G6-8:1.25 - Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.
		
		G6-8:3.1 - Explain and demonstrate effective searching and browsing strategies when working on projects.
			🏠 Three Types of Irony:
			
			   ○ Verbal
			   ○ Situational
			   ○ Dramatic
				🏠 Irony
				
				🏠 Figurative Language
				
				🏠 Tone
				
				🏠 Mood
				
				🏠 Claim
				
				🏠 Support
				
				🏠 Textual Evidence
				
				🏠 Verbal Irony
				
				🏠 Situational Irony
				
				🏠 Dramatic Irony

| | | G6-8:3.4 - Independently use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.

RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the whole. | | |

January

🏠 6th Grade ALA Societal Injustices

Enduring Understandings ✂	Essential Questions ✂	Standards ✂	Knowledge & Skills ✂	Academic Language ✂
🏠 Literature can teach about issues of social justices by exposing the perspective of those who have been impacted by systematic oppression. 🏠 A story's theme is developed through its plot.	🏠 What makes a house a home? 🏠 What makes someone or something legendary? 🏠 Why is it important to accept those who are different? 🏠 Why is it important for stories to be passed down (orally) from generation to generation?	L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subjects (e.g., how the delivery of a speech affects the impact of the words). RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. SL.7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. G6-8:2.7 - Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning. G6-8:3.3 - Use a variety of computing devices (e.g., probeware, handheld computers, digital cameras, scanners) to collect, analyze, and present information for curriculum	🏠 Perspective/Point of View 🏠 Figurative Language 🏠 Empathy 🏠 Acceptance/Tolerance 🏠 Stereotypes 🏠 Prejudice	🏠 Legends 🏠 Legendary 🏠 Segregation 🏠 Illiteracy 🏠 Justice/Injustice 🏠 Civil Rights 🏠 Analyze 🏠 Describe 🏠 Develop 🏠 Determine 🏠 Tone 🏠 Structure

		assignments.		
		G6-8:3.7 - Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.		
		G6-8:3.9 - Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).		

February

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

March

🏠 6th Grade ALA Research

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 Reliable sources 🏠 Paraphrasing 🏠 Synthesizing information 🏠 Citation of sources 🏠 Determining importance	🏠 How can you determine the reliability of a source? 🏠 How can you determine what is important? 🏠 How can research support a thesis? 🏠 How does research impact our lives? 🏠 How can a writer locate, gather, understand, and present research?	L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subjects (e.g., how the delivery of a speech affects the impact of the words). RI.7.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such	🏠 Paraphrasing 🏠 Plagiarism 🏠 Citations 🏠 Internet databases 🏠 Voice 🏠 Summarizing 🏠 Presentation Skills: ○ Body language ○ Nonverbal/verbal ○ Intonation ○ Rate ○ Delivery ○ Pitch	🏠 Cite 🏠 Synthsize 🏠 Integrate 🏠 Articulate 🏠 Support 🏠 Summarize 🏠 Paraphrase

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.

W.7.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e - Establish and maintain a formal style.

W.7.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.

G6-8:1.7 - Create, save, open, and import a word processing document in different file formats (e.g., RTF, HTML).

G6-8:1.14 - Use various number formats (e.g., scientific notation, percentages, exponents) as appropriate.

G6-8:1.18 - Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).

G6-8:1.24 - Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).

G6-8:1.25 - Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.

G6-8:2.2 - Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law.

G6-8:2.3 - Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.

G6-8:2.8 - Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.

G6-8:3.1 - Explain and demonstrate effective searching and browsing strategies when working on projects.

G6-8:3.2 - Collect, organize, and analyze digital information from a variety of sources, with attribution.

G6-8:3.3 - Use a variety of computing devices (e.g., probeware, handheld computers, digital cameras, scanners) to collect, analyze, and present information for curriculum assignments.

G6-8:3.4 - Independently use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.

G6-8:3.5 - Use and modify databases and spreadsheets to analyze data and propose solutions.

G6-8:3.8 - Identify differences between various media and explain issues associated with repurposing information from one medium to another (e.g., from print to the Web).

G6-8:3.9 - Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).

RL.7.9 - Compare and contrast a fictional portrayal of a time, place or character in a historical account of the same period as a means of

understanding how authors of fiction use or alter history.

SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

W.7.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

April	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

| May | 🏠 **Courage** | | | | |

	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	🏠 Life in the 1940's was largely impacted by war. 🏠 It is important to understand how people become bullies. 🏠 Every cause has an effect and every choice has a positive or negative consequence. 🏠 The impact of domestic violence is widespread and varies. 🏠 Courage can be demonstrated in many different situations. 🏠 War is impactful.	🏠 When is it okay to break the rules? 🏠 Under what circumstances would a bully be deserving of sympathy? 🏠 How does recognizing others' circumstances help form your viewpoint of who they are? 🏠 How does war impact society?	G6-8:3.9 - Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion). IL.SEL.6-8.2.D.3b - Define unhealthy peer pressure and evaluate strategies for resisting it. IL.SEL.6-8.3.A.3a - Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. IL.SEL.6-8.3.A.3b - Analyze the reasons for school and societal rules. L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.	🏠 Effects of war 🏠 Bullying 🏠 Bravery/Courage 🏠 Desertion 🏠 Abuse	🏠 Figurative 🏠 Connotative 🏠 Point of View 🏠 Compare/Contrast 🏠 Distinguish 🏠 Integrate 🏠 Interpret 🏠 Main idea 🏠 Connections

		L.7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. SL.7.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. W.7.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
June	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕