

English Language Arts National 2021 ©

Sixth Grade

Unit / Core Text Essential Questions Academic Vocabulary Embedded Assessments Unit Goals

Unit 1

Stories of Change

How can change be significant? What

makes a good story?

- To analyze literary elements
- To apply a variety of reading strategies to fiction and nonfiction

Unit 2

The Power to

sequence cause-effect transitions

coherence

compare

contrast

EA 1: Writing a Personal Narrative

EA 2: Writing a Short Story EA 1:

Responding to

Literature

- To understand how change can be significant.
- To evaluate details to determine the key idea of texts
- To use narrative techniques such as sequencing, dialogue, and descriptive language
- To compose meaningful narratives using genre characteristics
- To understand pronouns and the conventions of punctuating dialogue

Change	Unit 3	internal forces toward change?	controversy argument	effectively · To write informative essays
Walk Two Moons (Novel)	Changing	inference	EA 2: Writing an Informational Essay	· To practice using verb tenses and creating sentence variety
Temple Grandin (Film)	How can talking and working with others help one analyze a novel?	prediction communicate synthesize	EA 1: Researching and texts · To collaborate and communicate	· To analyze informational texts · To practice nonfiction reading strategies
	How do external forces affect a person's emotions and influence			

Perspectives Why do we have controversy in society?	claim reasons evidence research citation plagiarism credible relevant sufficient Debating a Controversy EA 2: Writing an	Argumentative Letter · 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 · To analyze and understand the relationships among setting,
How do we communicate in order to convince others?			
Unit 4			

A Change of Scene	text?	How is reading a text similar to and different from viewing and performing a text? sources bibliography evaluate annotate	EA 1: Researching and Presenting a Poet EA 2: Performing a Scene characterization, conflict, and plot · To research the work and	life of a poet · To rehearse and present an engaging performance of a play · To revise for effective sentence variety
The Miracle Worker (Drama)	Red = Core Text			
How can research inform an understanding of a literary				

KEY TEXTS

Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)

Personal Narrative: "The Jacket," by Gary

Soto **Short Story:** "The Circuit" by

Francisco Jimenez **Short Story:** "Thank

You, Ma'am," by Langston

Hughes **Short Story:** "Eleven" by Sandra

Cisneros **Myth:** "Orpheus and Eurydice," by

Bob Blaisdell

Film Biography: *Temple Grandin*

Novel: *Walk Two Moons*, by Sharon Creech

Memoir: "Saying Farewell to a Faithful Pal," by

John Grogan · Close Reading

· QHT

· Marking the Text · Adding

· Deleting

STRATEGIES FOCUS

Explicit teaching of effective strategies that provide scaffolding for all students while moving toward independent learning

"Oranges," by Gary Soto

· Double Entry Journal · Questioning the Text ·

Literature Circles · Replacing

· Diffusing

· Paraphrasing · Looping

· Re-reading

· Metacognitive Markers

· Drama Games · Oral Interpretation · Choral Reading

Autobiography: “My Story” from *Animals in Translation*, by Temple Grandin and Catherine Johnson

Editorial: “A Teacher’s Defense of Homework,” by Andrea

Townsend **News Article:** “5 Things you don’t know about service dogs,” by Morieka Johnson

Informational Text: “Teens are Over Face-to-Face Communication, Study Says,” by Katy Steinmetz

Informational Text: “Schools Hustle to Reach Kids Who Move with the Harvest, Not the School Year,” by Peter Balonon-Rosen

Letter: “A Letter to Gabriela, A Young Writer,” by Pat Mora **Photo:** “Farmers in fear of losing migrant labor” from the *Arkansas Democrat-Gazette*

Poem:

“Trying to Name What Doesn’t Change,” by Naomi Shihab Nye
“Since Hanna Moved Away,” by Judith Viorst

“I Can Dance”, “Ode to Teachers,” “Dumped,” by Pat Mora

- Formal Style
- Using Appositives • Complex Sentences

LANGUAGE AND WRITER’S CRAFT/ LANGUAGE CHECKPOINTS

Instruction that provides grammar support and instruction in the context of actual reading and writing

Each unit contains additional grammar instruction in Grammar and Usage call out boxes

- Pronouns
- Vivid Verbs
- Transitions
- Transitions for Comparing and Contrasting
- Verb Tenses
- Understanding Verb tenses
- Varied Sentence Patterns

- Sentence Variety
- Figurative Language
- Parallel Structure

News Article: “Pat Mora’s love for words spreads a river of literacy,” by Julie L. Ortiz

Drama: *The Miracle Worker*, by William Gibson

See Unit “Planning the Unit” for a complete listing of unit resources

Film: *The Miracle Worker*, directed by Arthur Penn

- Using Subordinating Conjunctions • Punctuating Complete Sentences • Punctuating Dialogue
- Using Noun Agreement
- Using Commas, Parentheses, and Dashes