

Course Description

The purpose of this course is to help students transfer their knowledge and skills into other disciplines and areas of their life because that is the essence of being a literate individual. In order to achieve this, we are committed to helping students build strong content knowledge, respond to varying demands of audience, task, purpose and discipline; comprehend as well as critique; value evidence to support reasoning; use technology and digital media strategically and capably; understand other perspectives and cultures; and become independent learners in the process of meeting these challenges presented.

Scope and Sequence

Timeframe	Unit	Instructional Topics
8 Week(s)	Unit 1- Short Story Elements- Answering Questions	<ol style="list-style-type: none"> 1. Inferences with Context Clues 2. Text Features/Structures 3. Craft and Meaning 4. Summary 5. Grammar 6. Word Choice/Academic Language 7. Development of Writing 8. Revising, Editing, and Publishing of Writing
6 Week(s)	Unit 2- Nonfiction Structures- Informational/Expository Writing	<ol style="list-style-type: none"> 1. Elements of Nonfiction 2. Visual Images/Point Of View 3. Nonfiction skills 4. Connecting Main Ideas Across Nonfiction texts 5. Turning the facts into writing 6. Revising, Editing, and Publishing Nonfiction Writing
4 Week(s)	Unit 3- Poetry	<ol style="list-style-type: none"> 1. Reading/Analyzing 2. Comparing/Contrasting Text 3. Putting the pieces together- developing poetry 4. Revising, editing, and publishing poetry
6 Week(s)	Unit 4- Plot/Setting- Personal Narrative (Fever 1793)	<ol style="list-style-type: none"> 1. Plot/Setting within a narrative text 2. Analysis of a narrative text 3. Evaluating characters and point of view 4. Summarizing through citation of evidence 5. Narrative with descriptive details 6. Revising, Editing, and publishing a personal narrative
6 Week(s)	Unit 5- Characters- Argumentative Writing (The Giver)	<ol style="list-style-type: none"> 1. Point of view and main/central idea 2. Character development and analysis of text 3. Writing an Argument 4. Revising, editing, and publishing an argumentative essay
6 Week(s)	Unit 6- Theme- Response to Literature (Bridge to Terabithia)	<ol style="list-style-type: none"> 1. Theme

Prerequisites

5th grade English Language Arts

Course Details**UNIT: Unit 1- Short Story Elements- Answering Questions** -- 8 Week(s)**Unit Description**

Sixth grade students will write narratives to develop real or imagined experiences or events using effective technique, relevant details, and clear well-structured event sequences. Writers will engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds logically. Students are expected to use description, dialogue, and pacing to develop experiences, events, and/or characters. Students will also need to provide a conclusion that follows from the narrated experience.

Enduring Understandings/Essential Learner Outcomes

- How inferences are drawn with analysis
- How reading and a text and listening/viewing are compared and contrasted
- How to write narratively
- What a theme and point of view is and how to identify them in text
- How to demonstrate mastery of prerequisite conventions

Academic Vocabulary

- Inferring
- Main Idea
- Theme
- Point of View
- Analysis
- Compare/Contrast
- Narrative
- Sensory Details

TOPIC: Inferences with Context Clues -- 5 Day(s)

Description

Students will be able to analyze details within text to make inferences and using context clues

Academic Vocabulary (What terms will students need to know?)

- Inference
- Analysis
- Context Clues

TOPIC: Text Features/Structures -- 5 Day(s)

TOPIC: Craft and Meaning -- 5 Day(s)

TOPIC: Summary -- 5 Day(s)

TOPIC: Grammar -- 5 Day(s)

TOPIC: Word Choice/Academic Language -- 5 Day(s)

TOPIC: Development of Writing -- 5 Day(s)

TOPIC: Revising, Editing, and Publishing of Writing -- 5 Day(s)

UNIT: Unit 2- Nonfiction Structures- Informational/Expository Writing -- 6 Week(s)

Unit Description

During this unit students will explore a variety of informational text features and structures that will enhance their ability to comprehend text, cite evidence, and draw inferences from text. Students will determine the main idea, summarize, and analyze vocabulary of informational texts. Students will also examine how cause and effect reveals relationships between events, people, trends, and processes to be able to write an informational essay.

Enduring Understandings/Essential Learner Outcomes

- How do informational text readers use text features to facilitate comprehension?
- How do informational text readers decide which details to include in a summary?
- How do informational text readers determine the meaning of unfamiliar content specific words?
- How do informational text readers decide why the author wrote this informational text?
- How do informational text readers analyze the main idea and compare that to a theme in a fictional text?
- How do informational writers use cause and effect in their texts to have an affect on the reader?
- How do informational writers select, organize, and analyze information to teach a reader about a specific topic?

Academic Vocabulary

- analysis
- author's purpose
- main idea
- cite evidence
- compare
- content-specific vocabulary
- contrast
- infer
- summary
- text features
- text structures
- textual evidence
- audience (reader)
- cause and effect (text structure)

TOPIC: Elements of Nonfiction -- 5 Day(s)**Description**

Students will use a variety of informational resources and analyze the facts (text features) that are incorporated and the purposes that the author has for choosing the particular text features. Students will analyze the structure of various informational texts to determine how sentences, paragraphs, or sections connect with each other and the whole text. The teacher will provide various resources for this week (newspapers, product manuals, brochures, etc.) for the students to analyze.

TOPIC: Visual Images/Point Of View -- 5 Day(s)

TOPIC: Nonfiction skills -- 5 Day(s)

TOPIC: Connecting Main Ideas Across Nonfiction texts -- 5 Day(s)

TOPIC: Turning the facts into writing -- 5 Day(s)

TOPIC: Revising, Editing, and Publishing Nonfiction Writing -- 5 Day(s)

UNIT: Unit 3- Poetry -- 4 Week(s)**Unit Description**

During this unit students will read, analyze, and compare poetry. Students will understand, make inferences and draw conclusions about how figurative language creates imagery in poetry. Students will create an example of poetry including techniques learned.

Enduring Understandings/Essential Learner Outcomes

What is poetry?

Why do authors use graphics or imagery when writing poetry?

How do authors help readers create meaning through their use of figurative language?

Why do poets use certain techniques in writing?

What techniques do authors use when writing poetry?

TOPIC: Reading/Analyzing -- 5 Day(s)

TOPIC: Comparing/Contrasting Text -- 5 Day(s)

TOPIC: Putting the pieces together- developing poetry -- 5 Day(s)

TOPIC: Revising, editing, and publishing poetry -- 5 Day(s)

UNIT: Unit 4- Plot/Setting- Personal Narrative (Fever 1793) -- 6 Week(s)

TOPIC: Plot/Setting within a narrative text -- 5 Day(s)

TOPIC: Analysis of a narrative text -- 5 Day(s)

TOPIC: Evaluating characters and point of view -- 5 Day(s)

TOPIC: Summarizing through citation of evidence -- 5 Day(s)

TOPIC: Narrative with descriptive details -- 5 Day(s)

Description

Students will utilize the writing process to plan and organize their own narrative writing.

Academic Vocabulary (What terms will students need to know?)

- narrative
 - description
 - sensory details
 - plot structure
 - conflict
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TOPIC: Revising, Editing, and publishing a personal narrative -- 5 Day(s)

UNIT: Unit 5- Characters- Argumentative Writing (The Giver) -- 6 Week(s)

TOPIC: Point of view and main/central idea -- 5 Day(s)

Description

Students will learn the different points of view and how each can affect writing. They will analyze POV in reading and incorporate each type into various writing pieces.

Academic Vocabulary (What terms will students need to know?)

- first person
 - second person
 - third person limited
 - third person omniscient
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TOPIC: Character development and analysis of text -- 5 Day(s)

TOPIC: Writing an Argument -- 5 Day(s)

TOPIC: Revising, editing, and publishing an argumentative essay -- 5 Day(s)

UNIT: Unit 6- Theme- Response to Literature (Bridge to Terabithia) -- 6 Week(s)

TOPIC: Theme -- 5 Day(s)

Description

Students will learn what theme is and is not. Students will use various examples of fiction and nonfiction texts to analyze and incorporate theme into their reading and writing.

Academic Vocabulary (What terms will students need to know?)

- theme
- main idea/central idea
- close read
- analyze

Learning Targets

- Develop inferences from text
- Analyze text and draw conclusions using inferences

Ext. Desc. - Students can analyze text to to make inferences.

Assessment - Formative Assessment- passage with questions.

- identify an inference
- develop an inference from textual evidence
- analyze textual evidence to draw conclusions

Ext. Desc. - Students will identify details within text to understand, analyze, and make inferences.

Assessment - Formative assessment- passage with questions

- Identify inferences
- Understand how to apply inferences
- Analyze inferences

Ext. Desc. - Inferences will be explained as well as applied to reading text. There will be an analysis of inferences using contextual clues.

Assessment - Students will be assessed formally and informally through "cold reads" to determine an inference and apply it during an analysis of particular texts.

I can analyze how a particular image contributes to meaning in an informational text.

I can analyze how a particular image contributes to meaning in an informational text.

I can draw conclusions from the visual elements of a informational text.

I can analyze how a particular sentence contributes to meaning in a narrative text.

I can analyze how a particular chapter contributes to meaning in a narrative text.

I can analyze how a particular sentence contributes to meaning in an informational text.

I can analyze how a particular paragraph contributes to meaning in an informational text.

I can analyze how a particular section contributes to meaning in an informational text.

I can analyze how a particular sentence contributes to the meaning in an informational text.

I can analyze how a particular stanza contributes to meaning in a poem.

I can analyze how the choice of words that authors use contributes to meaning in a text.

I can analyze how figurative language contributes to meaning in a text.

I can analyze how word choice contributes to meaning in a narrative text.

I can analyze how figurative language contributes to meaning in a narrative text.

I can analyze how the repetition of words contributes to meaning in a narrative text.

I can analyze how word choice contributes to meaning in a text.

I can analyze how figurative language contributes to meaning in a text.

I can analyze how the repetition of words and word sounds contributes to meaning in a text.

I can analyze how word choice contributes to meaning in an informational text.

I can analyze how connotations contribute to meaning in an informational text.

I can analyze how repetition contributes to meaning in an informational text.

I can analyze the author's argument in an informational text.

I can distinguish claims that are supported by reasons and evidence from an informational text.

I can distinguish claims that are not supported by reasons and evidence from a text.

I can choose precise language for task, purpose, and audience.

I can establish and maintain an appropriate and consistent style for task, purpose, and audience.

I can choose precise language for task, purpose, and audience.

I can establish and maintain an appropriate and consistent style for task, purpose, and audience.

I can use complete sentences.

I can choose precise language for task, purpose, and audience.

I can establish and maintain an appropriate and consistent style for task, purpose, and audience.

I can choose precise language for task, purpose, and audience.

I can establish and maintain an appropriate and consistent style for task, purpose, and audience.

I can use complete sentences.

I can cite textual evidence when analyzing what a text says, as well as inferences drawn from the text.

I can cite textual evidence when analyzing what a text says, as well as inferences drawn.

Ext. Desc. - After reading a short story, students will be able to cite evidence from a text while answering essay questions.

Assessment - Formative Assessment- Text based questions

I can compare and contrast one author's presentation of events with another author's events in an informational text.

I can compare and contrast the experience of reading a poem to listening to or viewing an audio, video, or live version of the same text.

- I can compare and contrast the experience of reading a poem to listening to or viewing an audio, video, or live version of the same text.
- I can note how a performance impacts personal interpretation.
- I can compare and contrast the reading of an informational text to listening to or viewing the same text.
- I can analyze how a performance impacts how a person interprets informational text.
- I can demonstrate a command of the conventions of grammar.
- I can demonstrate a command of the conventions of English usage.
- I can demonstrate a command of spelling.
- I can demonstrate a command of the conventions of grammar.
- I can demonstrate a command of the conventions of English usage.
- I can demonstrate a command of spelling.
- I can demonstrate a command of the conventions of grammar.
- I can demonstrate a command of the conventions of English usage.
- I can demonstrate a command of spelling.
- I can demonstrate a command of punctuation.
- I can demonstrate a command of the conventions of standard English grammar.
- I can demonstrate a command of the conventions of standard English usage.
- I can demonstrate a command of spelling.
- I can demonstrate a command of punctuation.
- I can demonstrate a command of the conventions of standard grammar.
- I can demonstrate a command of the conventions of standard English usage.
- I can demonstrate a command of spelling.
- I can demonstrate a command of punctuation.
- I can describe how a particular text's plot unfolds in a series of episodes through a summary.
- I can describe how a particular text's plot unfolds in a series of episodes.
- I can describe how characters respond or change as the plot moves toward a resolution in a text.
- I can determine the figurative meaning of words and phrases as they are used in a text using context and affixes.
- I can determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.
- I can determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.
- I can determine the figurative meaning of words and phrases in a text using context.
- I can determine the theme of a text.
- I can cite text evidence to support the development of the theme.
- I can summarize a text.
- I can develop a poem about real or imagined experiences with relevant descriptive details appropriate to the task, purpose, and audience.
- I can draw conclusions by citing textual evidence to support what an informational text.
- I can make inferences by citing textual evidence to support analysis of what an informational text says.
- I can cite textual evidence when analyzing inferences drawn from an informational text.
- I can explain the central/main idea of a text.
- I can summarize a text.
- I can explain how an author develops the narrator or speaker's point of view.
- I can explain how an author's point of view is conveyed in a text.
- I can explain how an author's purpose is conveyed in a text.
- I can explain how an author's point of view is conveyed in an informational text.
- I can explain how an author's purpose is conveyed in an informational text.
- I can explain how plot reflects historical/or cultural contexts in multiple texts.
- I can explain how conflict reflects historical/cultural contexts in multiple texts.
- I can explain how text reflects historical context in multiple informational texts.
- I can explain how text reflects cultural context in multiple informational texts.
- I can explain the central idea of an informational text.
- I can cite text evidence to support the development of the central idea.
- I can explain the central/main idea of a text.
- I can cite evidence to support the development of the central/main idea.
- I can follow a writing process to develop a narrative.
- I can produce a clear and coherent narrative writing with development, organization, style, and voice.
- I can develop writing a narrative with techniques appropriate to the task, purpose, and audience.
- I can develop narrative about real or imagined experiences, with clearly identified characters, sequences of events, and relevant descriptive details.
- I can follow a writing process to develop and produce expository writing appropriate to the task, purpose, and audience.
- I can produce clear and coherent informative/explanatory writing with development, organization, style, and voice.

I can develop informative/explanatory writing on a topic using relevant facts, examples, and details.

I can following a writing process to develop expository writing appropriate to the task, purpose, and audience.

I can interpret visual elements of a text and draw conclusions.

I can interpret visual elements of a text.

Ext. Desc. - Students will be able to interpret the visual elements including but not limited to: maps, examples of art, etc.

Assessment - Exit Slip

I can make inferences by citing textual evidence to support analysis of what a text says.

I can cite textual evidence when analyzing inferences drawn from the text.

I can make inferences by citing textual evidence to support what a text says.

I can organize the content of writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.

I can organize the writing by introducing the topic appropriate to task, purpose, and audience.

I can plan and deliver appropriate presentations based on task, audience, and purpose.

I can plan and deliver appropriate presentations based on task, purpose, and audience.

I can position body to face the audience when speaking.

I can make eye contact with listeners at various intervals when presenting.

I can position body to face the audience when speaking.

I can make eye contact with listeners at various intervals when presenting.

I can use gestures to communicate a clear viewpoint when presenting.

I can position my body to face the audience when speaking.

I can make eye contact with listeners at various intervals (time periods) when presenting.

I can position my body to face the audience when speaking.

I can make eye contact with listeners at various intervals when presenting.

I can read and comprehend literature (short stories) independently and proficiently to be able to compose a summary.

I can read and comprehend multiple informational texts independently and proficiently.

I can read and comprehend poems independently and proficiently.

I can review, revise, and edit writing with consideration for task, purpose, and audience.

I can review, revise, and edit writing with consideration for task, purpose, and audience.

I can review, revise, and edit writing with consideration for task, purpose, and audience.

I can review, revise, and edit writing with consideration for task, purpose, and audience.

I can choose precise language for task, purpose, and audience.

I can establish and maintain an appropriate and consistent style throughout a narrative.

I can use complete sentences.

I can speak clearly and audibly, including appropriate volume, as appropriate to task, purpose, and audience.

I can speak to the point as appropriate to task, purpose, and audience.

I can use conventions of language as appropriate to task, purpose, and audience.

I can speak clearly and audibly, including appropriate volume.

I can speak to the point as appropriate to task, purpose, and audience.

I can speak clearly and audibly, including using appropriate volume.

I can speak to the point as appropriate to task, purpose, and audience.

I can use conventions of language as appropriate to task, purpose, and audience.

I can speak clearly, including using appropriate volume, as appropriate to task, purpose, and audience.

I can speak to the point as appropriate to task, purpose, and audience.

I can summarize a text while citing evidence to support the development of the theme.

I can summarize a text.

I can use technology to produce and publish writing appropriate to task, purpose, and audience.

I can use technology to produce and publish writing appropriate to task, purpose, and audience.

I can use technology to produce and publish writing appropriate to task, purpose, and audience.

I can use technology to produce and publish writing appropriate to task, purpose, and audience.

I can use transitions to clarify relationships appropriate to task, purpose, and audience.

I can use transitions to connect ideas appropriate to task, purpose, and audience.

I can use transitions to clarify relationships.

I can use transitions to signal time shifts appropriate to task, purpose, and audience.

I can use transitions to connect ideas appropriate to task, purpose, and audience.

Students will analyze and explain how the cultural context or background influences the text they are reading.

Students will be able to read a nonfiction piece and distinguish how it compares and contrasts with the exposure to the Chinese culture.

Students will be able to support their understandings of a nonfiction article by citing textual evidence.