

# Harrison Township School District

## *“Where Bright Futures Begin”*

Grade: 6  
Course: English Language Arts  
Theme: Challenges and Obstacles

Unit #: 3  
Trimester: II  
Week(s): 13 through 18

### **Essential Questions**

- How are the results of our efforts sometimes greater than we expect?
  - How does facing challenges help us learn about ourselves?
  - How can our determination affect our ability to succeed?
  - Why is it important to stay calm during a crisis?
  - How do we demonstrate trustworthiness?
  - What obstacles do we face in our daily lives?



### **Enduring Understandings**

- ✓ Challenges are opportunities for growth; teach us about ourselves; make us stronger.
- ✓ Determination is sometimes ridiculed by others; helps you achieve your dreams; helps you overcome obstacles.
- ✓ Staying calm in a crisis helps you make clear decisions; helps calm the people around you; is the best way to find a solution.
- ✓ Trust is something that is an important part of any relationship; means having confidence in someone.
- ✓ Obstacles can be overcome; make you stronger; are a part of life.



## **Reading Standards**

### **Reading Standards for Literature:**

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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 opinions or judgments.
- 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.
- 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.
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Compare and contrast the experience of reading a story, drama, or poem or 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.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Writing Standards**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.
- 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).

### **Language Standards**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Vary sentence patterns for meaning, reader/listener interest, and style.\*
  - Maintain consistency in style and tone.\*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - 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.
  - 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).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Speaking and Listening Standards**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, text and issues, building on others' ideas and expressing their own clearly.
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.