

Harrison Township School District

“Where Bright Futures Begin”

Grade: 6
Course: English Language Arts
Theme: Loyalty and Respect

Unit #: 1
Trimester: I
Week(s): 1 through 6

Essential Questions

- What draws us to people and things around us and makes us care?
 - How can we help protect those we love?
 - Why should we care about people we don't know?
 - How do we learn to connect with others in a new place?
 - Why is it important to care about nature?
 - What is the bond between animals and humans?



Enduring Understandings

- ✓ Protecting people we love means intervening when they are in danger; when you love someone, you want to protect him or her; people and animals can be heroes.
- ✓ It's important to take time to get to know people; sharing experiences can make them even better; we should be open to new experiences.
- ✓ Moving to a new place can be difficult; connecting with others can help make transitions easier; caring for others can help us feel better about ourselves.
- ✓ We need to understand the effects of our actions on nature; we should not disrupt ecosystems; we need to conserve Earth's resources.
- ✓ Animals deserve to be treated with kindness; people can observe an animal to better understand it; animals will be loyal and respectful to those who treat them well.



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.
- 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.

Reading Standards for Informational Text:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 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.

Writing Standards

- Write arguments to support claims with clear reasons and relevant evidence.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- 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 a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 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).
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6).
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.

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.
- 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.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.