

	Name of Course: Grade 6 English Language Arts Team Members: Meredith Sanborn, Karri Madonna Number of Days: 20 days
Unit	Unit One Introduction to 6th Grade
Essential Questions	What Does a Middle School 6th grader look like in ELA?
Content Standards	<u>Reading - Literature [RL]</u> • RL.6.1 Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. • RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. • RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). • RL.6.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. <u>Writing Standards [W]</u> • W.6.3 Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. • W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. • W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • W.6.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events. • W.6.3.e Provide a conclusion that follows from the narrated experiences or events. • W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • W.6.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • W.6.10 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.

	<u>Speaking and Listening Standards [SL]</u> ● SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. ● SL.6.1.a 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. ● SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. ● SL.6.5 Include multimedia components and visual displays in presentations to clarify information. <u>Language Standards [L]</u> ● L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. ● L.6.1.a Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing. ● L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.6.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. ● L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. ● L.6.4.a 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.	
Concepts and Subskills	● Sentence formation ● Paragraph formation ● Accountable talk ● Summarizing ● Questioning ● Listening ● Self regulation ● Personal management ● Perseverance	Practices ● Awareness: Scavenger hunt of classroom tools and routines ● Grammar- grammar review games and stations ● Reading skills ○ Introducing key word strategy ○ Thick and thin questions ● Writing ○ Exit tickets for sentence writing, paragraph writing ○ Hands on practice manipulating sentences ○ Practice grading model sentences and paragraph

Content Objectives (Student Friendly Language)	I can: • Use the writing process to practice narrative writing • Identify main idea & key details • Summarize • Present orally to the group • Speak loudly and clearly • Organize and manage my belongings • Make a plan for my work and initiate tasks • Do hard things!
Content Vocabulary	Tier 1: persevere, identity, listen Tier 2: character traits Tier 3:
Assessments, Products, Projects	Who Am I? Project and Rubric iReady Baseline Testing CommonLit. beginning of the year reading test myPerspectives beginning of the year reading test Baseline narrative writing assessment: What does a perfect day look like? Baseline expository writing assessment: When does a challenge lead to a triumph?
Text, Materials, and Resources	What do Fish Have to Do with Anything? (assorted short stories) myPerspectives Workbook Welcome to Grade 6 ELA slide show

	Name of Course: Grade 6 English Language Arts Team Members: Meredith Sanborn, Karri Madonna Number of Days: 40
Unit	Unit One: Childhood
Essential Questions	What are the challenges and triumphs of growing up?
Content Standards	<u>Reading - Literature [RL]</u>

RL.6.1 Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

RL.6.3 Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

Writing Standards [W]

W.6.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.a Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.e Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.

W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

	W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another W.6.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. W.6.3.e Provide a conclusion that follows from the narrated experiences or events. <u>Speaking and Listening Standards [SL]</u> SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. SL.6.1.a 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. SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. <u>Language Standards [L]</u> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.	
	Concepts and Subskills • Narrative writing • Identify main idea & key details • Summarizing	Practices • Reading skills ○ mini-lessons

	● Close reading ● Grammar ○ Common, proper, and possessive nouns ○ Pronoun case ○ Adjectives, adverbs ● Vocabulary acquisition ● Oral presentation	○ small group work ○ conferencing ○ gallery walks ○ station work ● Grammar ○ mini lessons ○ grammar in action (in context of literature) ● Writing ○ mini-lessons ○ brainstorming ○ pre-writing conferencing ○ writing/conferencing ○ peer review ○ revising ○ editing
Content Objectives (Student Friendly Language)	I can: ● Use the writing process to practice narrative writing ● Identify main idea & key details ● Summarize ● Read closely and annotate text for a given purpose ● Identify and write simple and compound sentences ● Use strategies to identify unfamiliar words ● Present orally to the group ● Speak loudly and clearly ● Use accountable talk ● Organize and manage my belongings ● Make a plan for my work and initiate tasks ● Work independently and collaboratively ● Think critically ● Do hard things!	
Content Vocabulary	Roots, prefixes, suffixes: puls, cogn, mem, spec, -ness, -ed, dis-, -able Tier 1: Reflect, recognize, memorize, notable, contribute, challenge, triumph, squish, twist, twirl, humming, shushes, feathery, entitled, enactment, compulsory, antagonism, refugee, distraught, respected, desperate, disgusted, clenched, stubborn, tenseness Tier 2: annotate, analyze, inference, antonyms, synonyms, explain, discuss, collaborate Tier 3: metaphor, speech balloon, alliteration, onomatopoeia, memoir, nonfiction narrative, prose, encapsulation, panal, figurative language, simile, personification	

Assessment, Products, Projects	 6th Grade ELA Stage Two Assessment: Childhood Nonfiction narrative: When was a time you had to use your imagination to find a new way to do something? Nonfiction narrative: When did a challenge lead to a triumph? Narrative rubric Unit 1 selection tests (4 in total) Unit 1 Unit assessment
Text, Materials, and Resources	My Perspectives text: • Brown Girl Dreaming - selected poems Jacqueline Woodson • Declaration of the Rights of the Child- United Nations • Michaela DePrince: The War Orphan Who Became a Ballerina- William Kremer • excerpt from Bad Boy- Walter Dean Meyers • I Was a Skinny Tomboy Kid- Alma Luz • excerpt from Peter Pan- J.M. Barrie • Oranges- Gary Soto • The Boy Nobody Knew- Faith Ringgold • Raymond's Run- Toni Cade Bambara • Eleven- Sandra Cisneros Assorted Kahoot! and Blooket practice games CommonLit assorted texts • Fish Cheeks- Amy Tan • The Drive in Movies- Gary Soto • On Turning Ten- Billy Collins

	Name of Course: Grade 6 English Language Arts Year: 2021-2022 Team Members: Meredith Sanborn, Karri Madonna Number of Days: 40
Unit	Unit Two: Animal Allies
Essential Questions	How can people and animals relate to each other?
Content Standards	<u>Reading - Literature [RL]</u> RL.6.1 Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. RL.6.3 Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

Writing Standards [W]

W.6.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.a Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.e Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.5.b Demonstrate the ability to select accurate vocabulary

W.6.6 Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research

W.6.10 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.

Speaking and Listening Standards [SL]

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

	SL.6.1.a 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. SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. SL.6.5 Include multimedia components and visual displays in presentations to clarify information. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <u>Language Standards [L]</u> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. L.6.4.a 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.
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	L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5.a Interpret figures of speech (e.g., personification) in context. L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
Concepts and Subskills	● Expository/informational writing ● Summarizing ● Questioning ● Vocabulary acquisition ○ roots ○ affixes ● Grammar ○ Sentence structure: simple, compound, complex ○ Punctuation: dash, comma, parentheses ○ Verbs	Practices ● Writing ○ mini-lessons ○ group writing ○ brainstorming ○ pre-writing conferencing ○ writing/conferencing ○ peer review ○ revising ○ editing ● Reading skills ○ mini-lessons ○ small group work ○ conferencing ○ gallery walks ○ station work ● Grammar ○ mini lessons ○ grammar in action (in context of literature)
Content Objectives (Student Friendly Language)	I can: ● Use the writing process to practice expository and informational writing ● Question the text ● Identify the author's purpose ● Summarize ● Read closely and annotate text for a given purpose ● Identify and write compound and complex sentences ● Use strategies to identify unfamiliar words ● Present orally to the group ● Speak loudly and clearly ● Use accountable talk ● Organize and manage my belongings ● Make a plan for my work and initiate tasks ● Work independently and collaboratively ● Think critically ● Do hard things!	

Content Vocabulary	Roots, prefixes, suffixes: -clud, -lus, - common, -lab, -ject, -able, -ly, -dom, -ist, Tier 1: Exclude, community, objective, vanished, miserable, irritable, threateningly, impetuous, dominate, timidly, anxiously, patiently, thoughtful, silently, slyly, loneliness, blossom, purist, aesthetic, abstract, milled, skittered, quivering, Tier 2: Illustrate, elaborate, paraphrase, evidence, Tier 3: perfect tense, diction, denotation, connotation, explanatory
Assessments, Products, Projects	 6th Grade ELA Stage Two Assessment Animal Allies Unit Explanatory essay: What qualities do Goodall and Turner believe people and animals share? Deliver an informative presentation: How can the bonds between people and animals be surprising? Explanatory essay: How can animals and people help one another? Explanatory Rubric Unit 2 selection tests (4 in total) Unit 2 Unit assessment
Text, Materials, and Resources	My Perspectives text: “Reading Buddies” Excerpt from <i>My Life With the Chimpanzee</i> -Jane Goodall “Hachiko: The True Story of a Loyal Dog” -Pamela S. Turner “A Blessing” -James Wright “Predators” - Linda Hogan “Monkey Master” - Waldemar Januszczak “Black Cowboy, Wild Horses” - Julius Lester Excerpt from <i>The Wind in the Willows</i> - Kenneth Graham “How the Camel Got His Hump” - Rudyard Kipling “The Girl Who Gets Gifts from Birds” - Katy Sewall “Pet Therapy: How Animals and Humans Heal Each Other” - Julie Rovner Assorted Kahoot! and Blooket practice games CommonLit assorted texts • “Raising Elephants” - Jennifer Barry • “The Elephant’s Child” - Rudyard Kipling Whole class read • <i>Tiger Rising</i>- Kate DiCamillo

Name of Course: Grade 6 English Language Arts
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	Team Members: Meredith Sanborn, Karri Madonna Number of Days: 40
Unit	Unit Three: Modern Technology
Essential Questions	How is modern technology helpful and harmful to society?
Content Standards	<u>Reading - Literature [RL]</u> RL.6.1 Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. RL.6.3 Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). RL.6.5 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. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RL.6.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. <u>Reading - Informational Texts [RI]</u> RI.6.1 Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.) RI.6.2 Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. RI.6.5 Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RI.6.7 Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8 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. RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RI.6.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. <u>Writing Standards [W]</u> W.6.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections. W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.d Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). W.6.1.e Provide a concluding statement or section that follows from the argument presented. W.6.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2.a Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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	W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.e Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented. W.6.6 Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.7 Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8 When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research W.6.10 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. <u>Speaking and Listening Standards [SL]</u> SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. SL.6.1.a 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. SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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	SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. <u>Language Standards [L]</u> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. L.6.1.a Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing. L.6.1.b Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. L.6.1.c Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.4.a 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.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.		
Concepts and Subskills	<table border="1"> <tr> <td data-bbox="365 1619 906 1898"> ● Identify main idea & key details ● Summarizing ● Close reading ● Vocabulary acquisition ● Oral presentation ● Grammar ● Compound words ● Appositives and Appositive </td><td data-bbox="906 1619 1615 1898"> Practices ● Reading skills ○ mini-lessons ○ small group work ○ conferencing ○ gallery walks ○ station work ● Grammar </td></tr> </table>	● Identify main idea & key details ● Summarizing ● Close reading ● Vocabulary acquisition ● Oral presentation ● Grammar ● Compound words ● Appositives and Appositive	Practices ● Reading skills ○ mini-lessons ○ small group work ○ conferencing ○ gallery walks ○ station work ● Grammar
● Identify main idea & key details ● Summarizing ● Close reading ● Vocabulary acquisition ● Oral presentation ● Grammar ● Compound words ● Appositives and Appositive	Practices ● Reading skills ○ mini-lessons ○ small group work ○ conferencing ○ gallery walks ○ station work ● Grammar		

	- Phrases - Independent and Dependent Clauses - Action Verbs and Linking Verbs - Comparative and Superlative Degrees: adjectives and adverbs	- mini lessons - grammar in action (in context of literature) - Writing - mini-lessons - brainstorming - pre-writing conferencing - writing/conferencing - peer review - revising - editing
Content Objectives (Student Friendly Language)	I can: - Use the writing process to write and argument - Identify main idea & key details - Summarize - Read closely and annotate text for a given purpose - Identify and write simple, compound, and complex sentences - Use strategies to identify unfamiliar words - Present orally to the group - Speak loudly and clearly - Use accountable talk - Organize and manage my belongings - Make a plan for my work and initiate tasks - Work independently and collaboratively - Think critically - Do hard things!	
Content Vocabulary	Roots, prefixes, suffixes: -path, -metry, ful, ation, Tier 1: pathetically, mournfully, lamented, distressed, apologetically, microchips, trigonometry, pixels, devouring, process, digesting, absorbing, consumed, sorrowfully, loftily, nonchalantly, gradually, nostalgic, continuation Tier 2: theme, argument, claim, perspective, persuasive techniques, repetition, ethos, pathos, logos, emotion Tier 3: independent, dependent, subordinate, relative, clause, conjunction, pronoun, essay, verb, action, linking, adjective, adverb	
Assessments, Products, Projects	 6th Grade ELA Stage Two Assesment Technology Unit Four Argumentative Essay: Do electronic devices and online access really improve our lives? Argumentative Rubric	

	Unit 4 selection tests (5 in total) Invention Project
Text, Materials, and Resources	myPerspectives text: ● “That’s Not Progress” Launch text ● “Feathered Friend” Arthur C. Clark ● “Teens and Technology” Stefan Etienne ● “The Black Hole of Technology” Leena Khan ● “The Internet of Things” IBM Social Media ● “The Fun They Had” Isaac Asimov ● “Is Our Gain Also Our Loss?” Cailin Loesch Assorted Kahoot! and BlooKet practice games ED Puzzle resources Common Lit readings