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Rockwall ISD

6th Grade Reading/Language Arts Parent Guide

	Term 1	Term 2	Term 3	Term 4
Unit	Unit 1: Foundation Skills Unit 2: Narrative/Poetry/Prose	Unit 3: Information Unit 4: Narrative Drama	Unit 5: Argumentative	Unit 6: Across Genre Unit 7: Synthesis/Research
Focus Standards: Access the TEKS	Unit 1: 6.2B, 6.2C, 6.4A, 6.5A, 6.5E, 6.5I, 6.8A, 6.6B, 6.10Dvii Unit 2: 6.2B, 6.5E, 6.5F, 6.5G, 6.5H, 6.6C, 6.6D, 6.7A, 6.7B, 6.7C, 6.9A, 6.10Bi, 6.10C	Unit 3: 6.5E, 6.5F, 6.5E, 6.5G, 6.5H, 6.6C, 6.8E, 6.9A, 6.9A, 6.9B, 6.9C, 6.9F, 6.9G, 6.10A, 6.10B, 6.10C Unit 4:	Unit 5: 6.5E, 6.5F, 6.5G, 6.5H, 6.6C, 6.6D, 6.9A, 6.9B, 6.10B, 6.10C, 6.10Di	Unit 6: 6.5E, 6.5F, 6.5H, 6.6C, 6.9A, 6.10C 6.10D Unit 7: 6.12A, 6.12B, 6.12C, 6.12D, 6.12E, 6.12F, 6.12G, 6.12H, 6.12I, 6.12J
Topic Focus:	Big Ideas: • Use context such as definition analogy, and examples to clarify the meaning of words • Make connections to person experiences, ideas in other texts, and society • Make inferences and use evidence to support understanding • Use text evidence to support an appropriate response • Explain the author's purpose and message with a text • Write responses that demonstrate understanding of texts • Analyze plot elements, • Describe how the author's use of figurative language contribute to purpose	Big Ideas: • Make inference, evaluate details, and analyze main idea using text evidence through reading informational text in order to explain the author's purpose/message within a text • Identify and understand the characteristics and structural elements of informational text in order to analyze how they impact the author's purpose • identify the controlling idea, intended audience and explain how evidence supports the informational text	Big Ideas: • Infer multiple themes within and across texts using text evidence • Analyze how the characters' internal and external responses develop the plot • Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback • Write responses that demonstrate understanding of texts, including comparing sources within and across genres	Big Ideas: • apply prior knowledge from across genres and apply that to their writing and reading activities Essential Questions • How does the genre of a text affect the choice the author makes? • How are different perspectives communicated across genres? • How do various themes of text expand across genres? • How can one identify similarities and differences across texts?



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	• Paraphrase and summarize texts • Grammar and Conventions: verb tense, pronouns, including relative, Prepositions and prepositions phrases and their influence on subject verb-agreement Essential Questions: • How do people become better writers and readers? • What processes and techniques do readers use to monitor their comprehension? • How can writing help people become better readers? • How can choosing my own reading help my literacy growth? • How do authors use fictional stories to relay a message about life? • How does an author create characters that connect to the reader? • How does an author's use of figurative language create meaning? • How can poetry deepen our understanding of the human experience? • How does an author use structure to create meaning? • How can writing about a text deepen my understanding of the author's craft?	Essential Questions • How does an author use evidence to support an argument? • How do you select relevant evidence to support an argument? • How do you identify the author's purpose, message, and intended audience? • How does an author use rhetorical devices to create an effective argument?	Essential Questions • How does the organizational structure of an article reflect or impact meaning? • How does bias influence informational text? • How does the ongoing process of reading and writing improve by studying the craft of authors? • How does reading and writing informational texts and response to informational texts help formulate and solidify beliefs and opinions?	Unit 7 Big Ideas: • will research and reflect on all genres from the year. Students will work through the research process including examining relevant sources, parenthetical citations, citing sources, and learn how to avoid plagiarism. Essential Questions • What makes a good research question, and how do I begin to plan and find information to answer it? • How can I revise my questions and research plan as I learn more from my sources? • How do I determine if the information I find is reliable, credible, and free from bias or faulty reasoning? • How can I use information from multiple sources without plagiarizing, while clearly crediting where it came from? • What is the most effective way to communicate my findings to an audience using writing, speaking, or multimedia tools?
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