



English Language Arts 6 Curriculum

Board Approved: 02/19/2026

Course Information

Course Level: Middle School
Duration: Year-long

Course Description:

Students will explore key themes and ideas through various genres of fiction, nonfiction, and media, with an emphasis on analysis and evaluation. They will read thoughtfully and carefully to understand the deeper meaning and complexity in texts, building strong interpretation skills. Writing will include both formal and informal pieces, such as narrative, argumentative, and informational writing, with a focus on structure, style, and clarity. Instruction will also develop skills in oral and visual presentations, media analysis, and research, including proper use of citations.

Transfer Goals:

- Critically analyze and interpret diverse texts to understand different perspectives and make connections to their own lives and the world around them.
- Effectively communicate their ideas and arguments in various forms, adapting their message and style to suit different audiences and purposes.
- Independently research, synthesize information from multiple credible sources, and use evidence to support their claims.
- Engage in collaborative discussions, actively listening to others' viewpoints, and contributing constructively to build shared understanding.

Curriculum Standards: [Missouri Learning Standards](#)

Curriculum Resource(s): *myPerspectives English Language Arts Grade 6 - Savvas (2025)*

priority standards indicated in **bold*

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Family Notification Procedures

Grades 6-8

Whole Class Books

- Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.
- If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.

Library Books

- Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.
- [How Parents/Guardians Can Monitor Student Book Selections](#)

Open Choice Books

- When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.
- For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.

priority standards indicated in **bold*

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Unit 1: Growing Up: Exploring Growth Through Story

Timeframe: 8-9 Weeks

Unit Description: Students will analyze short stories to deepen their understanding of the author's purpose and craft. They will apply these skills by writing their narratives with a focus on plot development, sentence structure, dialogue, point of view, and perspective.

Enduring Understandings:

- Writers use personal experiences and growing awareness of the world to create more complex and meaningful narratives.
- Authors make intentional choices about plot, structure, and style to shape how readers experience a story.
- The perspective and point of view of a story influence how readers understand characters and events.
- Strong narratives balance conflict, description, and dialogue to engage the reader and develop the plot.
- Writing is a process of drafting, revising, and refining ideas to achieve clarity and purpose.
- Both reading and writing stories help us explore human experiences and emotions.

Essential Questions:

- How do written language and stories help us connect/engage with the stories and experiences of others?
- How do the experiences drive the writing process?
- How does an author build a story with conflict?
- How does an author extend the plot with dialogue?
- How can internal conflict drive the plot of a story?
- How can differing points of view change the reader's perception of a story?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
6.RI.1.A 6.RL.1.A	<ul style="list-style-type: none"> • I can draw conclusions from an on-grade-level text and support my conclusions with explicit and implicit evidence. • I can make inferences and cite several pieces of textual evidence as support. • I can analyze the text by citing textual evidence as support.
6.W.3.A	<ul style="list-style-type: none"> • I can introduce the topic appropriate to the task, purpose, and audience (organization). • I can maintain a clear focus throughout the text appropriate to the topic, purpose, and audience (ideas). • I can provide a conclusion that follows from the text appropriate to the task, purpose, and audience (organization). • I can revise to ensure precise language, syntax, and style (word choice). • I can use complete sentences (sentence fluency). • I can use transitions to clarify relationships, connect ideas, and signal time shifts (organization).

**priority standards indicated in bold*

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6.RL.2.A	<ul style="list-style-type: none"> I can analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
6.RL.2.B	<ul style="list-style-type: none"> I can explain how an author uses clues like word choice, details, and feelings to show me what the narrator or speaker is thinking and seeing (their point of view or perspective)
6.RL.2.C	<ul style="list-style-type: none"> I can analyze how word choice contributes to meaning in a text. I can analyze how figurative language contributes to meaning in a text.
6.RL.2.D	<ul style="list-style-type: none"> I can explain how a story's plot (the events) develops and moves forward through a series of connected episodes (smaller events). I can describe how the characters react or change as the story's events lead toward the resolution (the ending or solution).
6.RL.3.C	<ul style="list-style-type: none"> I can explain how plot and conflict reflect historical and/or cultural contexts.
6.RL.3.D	<ul style="list-style-type: none"> I can read and comprehend literary text independently and proficiently.
6.RI.3.D	<ul style="list-style-type: none"> I can read and comprehend informational text independently and proficiently.
6.W.2.A	<ul style="list-style-type: none"> I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
6.RL.3.B	<ul style="list-style-type: none"> I can read two different kinds of writing (texts from different genres, like a fictional story and a non-fiction article) and explain how they are similar (compare) when they talk about the same main message or subject. I can read two different kinds of writing (texts from different genres, like a fictional story and a non-fiction article) and explain how they are different (contrast) when they talk about the same main message or subject.
6.W.1.A	<ul style="list-style-type: none"> I can conduct research to answer a question, drawing on several sources. I can integrate information using a standard citation system.
6.SL.1.B/C	<ul style="list-style-type: none"> I can point out and explain the speaker's main point (argument) and all of the individual things they say are true (claims). I can ask good questions about the topic and answer other questions with detailed and clear explanations. I can say things that truly help move the conversation forward and focus on the main topic, text, or issue we are discussing. I can review and understand the most important ideas shared by the speaker, even when those ideas are presented in different ways. I can show that I understand the different ways people see things (multiple perspectives) by thinking about what others have said and putting their ideas into my own words (paraphrasing) during group work.

**priority standards indicated in bold*

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Unit 2: Stories and Sources: Exploring History Through Fiction and Fact

Timeframe: 8-9 Weeks

Unit Description: Students will explore a historical period through both historical fiction and nonfiction texts. They will demonstrate their understanding by writing an informative essay that incorporates MLA formatting, textual evidence, and a clear structure and purpose.

Enduring Understandings:

- Historical fiction can help readers imagine and empathize with people from the past, while nonfiction provides factual context.
- The way we communicate about history reflects both the past and the present.
- Understanding an event or period requires analyzing multiple perspectives and types of sources.
- Readers analyze nonfiction texts by identifying main ideas, supporting details, vocabulary in context, and inferred meanings.
- Annotation of fictional and non-fictional texts provides opportunities for students to connect with texts.
- Informative writing is a powerful tool to deliver material to an audience.

Essential Questions:

- How can reading both stories and informational texts help us better understand a time in history?
- How does historical fiction use factual events and characters to tell a compelling story?
- How do our own biases and perspectives influence our interpretation of historical events?
- How do we evaluate the credibility and reliability of historical sources, whether fictionalized or factual?
- What is the process through which students engage to share information with their audience?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
6.RI.1.A 6.RL.1.A	<ul style="list-style-type: none"> • I can draw conclusions from an on-grade-level text and support my conclusions with explicit and implicit evidence. • I can make inferences and cite several pieces of textual evidence as support. • I can analyze the text by citing textual evidence as support.
6.W.3.A	<ul style="list-style-type: none"> • I can introduce the topic appropriate to the task, purpose, and audience (organization). • I can maintain a clear focus throughout the text appropriate to the topic, purpose, and audience (ideas). • I can provide a conclusion that follows from the text appropriate to the task, purpose, and audience (organization). • I can revise to ensure precise language, syntax, and style (word choice). • I can use complete sentences (sentence fluency). • I can use transitions to clarify relationships, connect ideas, and signal time shifts (organization).

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6.RL.1.D	<ul style="list-style-type: none"> ● I can determine the theme(s) of a text. ● I can cite text evidence to support the development of the theme(s). ● I can summarize a text.
6.RI.2.B	<ul style="list-style-type: none"> ● I can explain how an author shows me what they are thinking and feeling about a topic (their point of view) by looking at the words and details they choose. ● I can explain how an author lets me know why they wrote the text (their purpose), such as to inform, persuade, or entertain.
6.RL.2.B	<ul style="list-style-type: none"> ● I can explain how an author uses clues like word choice, details, and feelings to show me what the narrator or speaker is thinking and seeing (their point of view or perspective).
6.RL.3.B	<ul style="list-style-type: none"> ● I can read two different kinds of writing (texts from different genres, like a fictional story and a non-fiction article) and explain how they are similar (compare) when they talk about the same main message or subject. ● I can read two different kinds of writing (texts from different genres, like a fictional story and a non-fiction article) and explain how they are different (contrast) when they talk about the same main message or subject.
6.RL.2.A 6.RI.2.A	<ul style="list-style-type: none"> ● I can analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
6.RL.2.C	<ul style="list-style-type: none"> ● I can study how the author's choice of specific words helps me understand the text's meaning. ● I can study how figurative language (like similes and metaphors) helps add to the meaning and feeling of a story or poem. ● I can study how the author's repeated use of certain words or sounds helps make the text's meaning stronger or clearer.
6.RI.3.B	<ul style="list-style-type: none"> ● I can compare and contrast one author's presentation of events with that of another.
6.RI.3.D	<ul style="list-style-type: none"> ● I can read and comprehend informational text independently and proficiently.
6.W.1.A	<ul style="list-style-type: none"> ● I can choose the best way to organize my writing (like using compare/contrast or cause/effect) when I start a draft, thinking about who will read it (audience) and why I'm writing it (purpose). ● I can write a rough draft with several paragraphs that all focus on and support one main idea, making sure the whole piece fits my audience and purpose.
6.W.2.A	<ul style="list-style-type: none"> ● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
6.SL.1.B/C	<ul style="list-style-type: none"> ● I can point out and explain the speaker's main point (argument) and all of the individual things they say are true (claims). ● I can ask good questions about the topic and answer other questions with detailed and clear explanations.

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| | <ul style="list-style-type: none">● I can say things that truly help move the conversation forward and focus on the main topic, text, or issue we are discussing.● I can review and understand the most important ideas shared by the speaker, even when those ideas are presented in different ways.● I can show that I understand the different ways people see things (multiple perspectives) by thinking about what others have said and putting their ideas into my own words (paraphrasing) during group work. |
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Unit 3: Taking a Stand: Reading, Reasoning, and Writing to Persuade

Timeframe: 8-9 Weeks

Unit Description: Students will engage in argumentative writing that includes properly formatted citations, purposeful textual evidence with strong explanations, and the structure and style of an academic paper. Students will also conduct research using credible sources to support their claims. In addition, students will read in small groups or independently, identifying topics in book plots that leave space for debate.

Enduring Understandings:

- Research is a process of asking questions, evaluating sources for credibility and bias, and synthesizing information to develop informed perspectives.
- Strong arguments are built on credible research, logical reasoning, and purposeful use of textual evidence.
- Effective argument writing requires clear organization, precise language, and proper citation of sources to support a claim.

Essential Questions:

- How can writers effectively select, integrate, and explain textual evidence to support their claims?
- What is the purpose of academic citation, and how should it be properly formatted?
- How can fictional texts persuade readers to consider complex topics and invite debate?
- How can a position about a book be clearly selected and defended?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
6.RI.1.A 6.RL.1.A	<ul style="list-style-type: none"> • I can draw conclusions from an on-grade-level text and support my conclusions with explicit and implicit evidence. • I can make inferences and cite several pieces of textual evidence as support. • I can analyze the text by citing textual evidence as support.
6.W.3.A	<ul style="list-style-type: none"> • I can introduce the topic appropriate to the task, purpose, and audience (organization). • I can maintain a clear focus throughout the text appropriate to the topic, purpose, and audience (ideas). • I can provide a conclusion that follows from the text appropriate to the task, purpose, and audience (organization). • I can revise to ensure precise language, syntax, and style (word choice). • I can use complete sentences (sentence fluency). • I can use transitions to clarify relationships, connect ideas, and signal time shifts (organization).
6.RL.1.D	<ul style="list-style-type: none"> • I can determine the theme(s) of a text. • I can cite text evidence to support the development of the theme(s).

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	<ul style="list-style-type: none"> ● I can summarize a text.
6.W.1.A	<ul style="list-style-type: none"> ● I can conduct research to answer a question. ● I can gather relevant information from multiple print and digital sources. ● I can assess the credibility of each source. ● I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● I can use a standard citation system. ● I can provide basic bibliography information for sources used.
6.RI.2.B	<ul style="list-style-type: none"> ● I can explain how an author shows me what they are thinking and feeling about a topic (their point of view) by looking at the words and details they choose. ● I can explain how an author lets me know why they wrote the text (their purpose), such as to inform, persuade, or entertain.
6.RI.2.A	<ul style="list-style-type: none"> ● I can analyze how a particular sentence, paragraph, section, or image contributes to meaning.
6.SL.1.A	<ul style="list-style-type: none"> ● I can follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
6.RI.3.B	<ul style="list-style-type: none"> ● I can compare and contrast one author's presentation of events with that of another.
6.W.2.A	<ul style="list-style-type: none"> ● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
6.SL.1.B/C	<ul style="list-style-type: none"> ● I can point out and explain the speaker's main point (argument) and all of the individual things they say are true (claims). ● I can ask good questions about the topic and answer other questions with detailed and clear explanations. ● I can say things that truly help move the conversation forward and focus on the main topic, text, or issue we are discussing. ● I can review and understand the most important ideas shared by the speaker, even when those ideas are presented in different ways. ● I can show that I understand the different ways people see things (multiple perspectives) by thinking about what others have said and putting their ideas into my own words (paraphrasing) during group work.

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Unit 4: Writing with Voice & Vision: Playing with Language & Style

Timeframe: 8-9 Weeks

Unit Description: Students will explore advanced literary techniques through independent reading, poetry, and figurative language. They will analyze the author’s craft, deepen their understanding of voice and style, and apply these techniques to their writing. Throughout the unit, students will strengthen critical reading skills and celebrate the artistry of language in both prose and verse. The unit will culminate in a presentation that showcases key concepts studied throughout the year.

Enduring Understandings:

- Authors use voice, style, and literary techniques to shape meaning and evoke emotion.
- Poetic and figurative language can deepen a reader’s understanding and experience of a text.
- Analyzing an author’s craft helps readers appreciate both the artistry and the purpose of language.
- Writers make intentional choices to develop their voice and style.
- Critical reading and creative writing skills grow through practice, reflection, and exploration of diverse texts.
- Presenting ideas to an audience strengthens communication skills and deepens understanding.

Essential Questions:

- How do authors use voice and style to express their ideas and engage the reader?
- In what ways does figurative language enhance meaning and emotional impact in a text?
- How do an author’s stylistic choices, including figurative devices, shape the tone of a text?
- What qualities make a presentation clear, accurate, and engaging for an audience?

Unit 4 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
6.RI.1.A 6.RL.1.A	<ul style="list-style-type: none"> • I can draw conclusions from an on-grade-level text and support my conclusions with explicit and implicit evidence. • I can make inferences and cite several pieces of textual evidence as support. • I can analyze the text by citing textual evidence as support.
6.W.3.A	<ul style="list-style-type: none"> • I can introduce the topic appropriate to the task, purpose, and audience (organization). • I can maintain a clear focus throughout the text appropriate to the topic, purpose, and audience (ideas). • I can provide a conclusion that follows from the text appropriate to the task, purpose, and audience (organization).

**priority standards indicated in bold*

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