

Course Title:	English Language Arts (ELA)
Grade(s):	6

Course Description
This course introduces students to middle school literacy expectations through a variety of literary and informational texts. Students develop foundational skills in reading, writing, speaking, and research while building confidence as independent learners. Units focus on narrative writing, literary analysis, mythology, and research, helping students make connections between texts and their own experiences. Students engage in close reading, narrative and analytical writing, collaborative discussions, and research-based projects. Throughout the year, they explore themes such as identity, justice, perseverance, and perspective while strengthening their ability to use evidence and communicate ideas clearly. This course supports all learners while building the core literacy skills needed for success in middle school and beyond.
Approved Curricular Materials/Textbook(s)
The Grade 6 English Language Arts curriculum is supported by Amplify ELA, which provides a structured collection of literary and informational texts representing diverse voices, time periods, genres, and perspectives. Instruction emphasizes close reading, writing, discussion, and research, with skills developed through a sequence of text-centered units. Core works include a blend of memoir, mythology, novels, informational texts, and primary sources. Supplemental texts may vary by teacher, but all align to grade-level themes and skills. These texts serve as the major instructional anchors for the course and are used consistently across Grade 6 classrooms: • Narrative and Memoir Texts <i>Boy: Tales of Childhood</i> by Roald Dahl • Literature and Mythology <i>The Odyssey</i> (excerpts) by Homer <i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin • Contemporary Novel <i>Summer of the Mariposas</i> by Guadalupe García McCall

- Informational and Nonfiction Texts
The Secret of the Yellow Death by Suzanne Jurmain
- Research and Primary Sources
Primary sources and informational texts related to the Titanic
- Independent Reading/Book Club Texts (various grade-appropriate selections)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Dahl & Narrative	Students develop narrative writing skills by focusing on clear, detailed storytelling drawn from their own experiences. They read <i>Boy: Tales of Childhood</i> to analyze how authors use language and structure to convey complex emotions and ideas. Objectives: • Develop narrative writing with clear focus and descriptive detail • Analyze how authors convey experiences and emotions • Use textual evidence to support ideas in discussion and writing • Examine how structure and language shape meaning • Participate in peer feedback and revision Key Texts: • <i>Boy: Tales of Childhood</i> by Roald Dahl	7 Weeks (September-October)
Unit 2: Mysteries & Investigations	Students read across genres to explore how investigators use evidence to solve problems. Through scientific and detective texts, they analyze how observations, data, and reasoning lead to conclusions and support claims. Objectives: • Analyze how evidence supports conclusions • Trace how ideas develop across a text • Evaluate problem-solving strategies and reasoning • Compare approaches to investigation across texts • Write evidence-based explanations Key Texts:	6 Weeks (October-November)

	• <i>The Secret of the Yellow Death</i> by Suzanne Jurmain • Sherlock Holmes stories by Arthur Conan Doyle	
Unit 3: The Greeks	Students read myths from Greek literature to explore themes of justice, responsibility, and human behavior. Through analysis and creative writing, they examine how characters' choices reflect broader ideas about leadership, pride, and identity. Objectives: • Analyze how characters' traits influence outcomes • Examine themes such as justice, pride, and responsibility • Compare perspectives across multiple myths • Use evidence to support ideas in discussion and writing • Write analytical and creative responses Key Texts: • "Prometheus" from <i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin • Excerpts from <i>The Odyssey</i> by Homer • "Arachne" by Ted Hughes	2 Weeks (November-December)
Unit 4: The Gift of Writing	Students use the writing process to create a letter for someone important in their lives. They generate ideas, draft, revise, and edit their writing while focusing on clear organization and meaningful details. Through this work, students learn how writing can communicate appreciation and connect with others. Objectives: • Generate ideas about a meaningful person and shared experiences • Draft a letter with clear organization and relevant details • Use specific details and descriptive language to develop ideas • Revise and edit writing for clarity and correctness • Publish writing for an authentic audience	1 Week (December)
Unit 5: <i>Summer of the Mariposas</i>	Students read <i>Summer of the Mariposas</i>, a contemporary retelling of <i>The Odyssey</i>, to explore themes of family, identity, and resilience. They analyze how characters develop through challenges and compare the novel to traditional and	6 Weeks (January-February)

	modern journeys. Objectives: - Analyze how characters change over the course of a text - Examine the structure of the hero's journey - Compare fictional and informational accounts - Explore cultural influences and symbolism - Use evidence to support analytical writing Key Texts: <i>Summer of the Mariposas</i> by Guadalupe García McCall - Excerpts from <i>The Odyssey</i> by Homer	
Unit 6: The Titanic Collection	Students investigate the sinking of the Titanic through primary sources and independent research. They examine multiple perspectives and use evidence to better understand the historical event and its human impact. Objectives: - Conduct research using credible sources - Distinguish between primary, secondary, and tertiary sources - Evaluate the reliability of information - Analyze how perspective shapes historical understanding - Present ideas through writing and multimedia Key Texts: - Primary sources from the Titanic (e.g., photographs, telegrams, articles) - Informational texts on the Titanic (various) - Historical accounts and narratives (selected)	6 Weeks (February-April)
Unit 7: Research/Biography	Students read and research informational texts to learn about real people and events. They analyze how individuals respond to challenges and how authors present ideas and information. Students develop skills in citing evidence, determining central ideas, and synthesizing information across sources. Objectives: Determine central ideas and summarize key information	6 Weeks (April-May)

	• Cite textual evidence to support analysis • Analyze how individuals respond to challenges • Examine how text structure supports understanding • Synthesize information from multiple sources	
Unit 8: <i>All Thirteen</i>	Students read informational texts to explore real-life events and analyze how individuals respond to challenges. Using <i>All Thirteen</i> as an anchor text, they examine problem-solving, teamwork, and perseverance. Students develop skills in citing evidence, analyzing central ideas, and understanding how information is presented. Objectives: • Determine central ideas and summarize key information • Cite textual evidence to support analysis • Analyze how individuals respond to challenges • Examine how text structure supports understanding • Use domain-specific vocabulary in reading and writing	2 Weeks (June)