



# Mount Pleasant Central School District

## 6th Grade, English Language Arts

*We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.*

| Unit Title          | Month     | Content                    | Vocabulary   | Standards  | Skills                                      | Big Ideas   | Assessments   |
|---------------------|-----------|----------------------------|--|--|---|---|---|
| Reading with Agency | September | -Independent reading books | -WMS Portrait of a Learner vocabulary<br>-WMS Mission statement vocabulary | 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.<br>6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.<br>6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are | - Reading comprehension<br>-Reading stamina | How can I develop the skills and strategies to move my reading stamina/strategies to a 6th grade level? | -Launch of ongoing book chart<br>-First STAR assessment |

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|---|-------------------|---|----------------------|--|---|---|--|
|   |                   |   |                      | introduced, relate to each other, and are developed.<br>6R4: 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 on meaning, tone, and mood, including words with multiple meanings. |   |   |  |
| <b>Character Development within the Novel</b> | September/October | <u>Red Kayak</u> class novel, by Priscilla Cummings | -Embedded vocabulary | 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution.<br>6R6: In literary texts, identify the point of view   | - Using inferences based on what a character says, does, thinks, feels, etc, to develop a character theory<br>-Comparing evidence from different parts of the text to track character change. | How can facing a challenge help a character to develop throughout a text? | -Character-based writing<br>-Book Test |

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|                          |          |  |  | and explain how it is developed and conveys meaning.<br>6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |  |  |             |
| <b>Realistic Fiction</b> | November | Mentor Texts include (but not limited to):<br>- <u>Come on, Rain</u> , by Karen Hesse<br>- <u>Saturdays and Teacakes</u> , by Lester Laminack<br>- <u>Salt Hands</u> , by Jane Chelsea Aragon<br>-Multiple student | -dialogue; imagery; sensory language; narration; story elements; point of view; figurative language. | 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.<br>6L5: Include digital media and/or visual displays in presentations to clarify information and emphasize and                | - How can we effectively communicate a fictionalized story using sophisticated craft moves (i.e., figurative language, sensory language, dialogue, etc.) | How can we develop writer's voice to tell a story? | Short story |

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|--|----------------------|--|--|--|---|---|-------------|
|  |                      | exemplars  |  | enhance central ideas or themes.   |   |   |             |
| <b>Social Issues within Literature</b> | December/<br>January | - <u>Inside Out and Back Again</u> , by Thannha Hai<br>-Varied poems | -Embedded vocabulary<br>-Poetry related; e.g. stanza, line break, etc. | 6R6: literary texts, identify the point of view and explain how it is developed and conveys meaning.<br>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other. | -Developing background knowledge to increase text comprehension<br>-Inferencing<br>-Analyzing text structure (narrative verse) to develop comprehension | How can authors use different formats to express a story (ie, narrative verse)? | Book Test   |

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|-----------------|--------------------|-------------------|---|--|---|--|-------------|
| Literary Essays | February/<br>March | -Teacher exemplar | claim; context; evidence;<br>citation, analysis | 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.<br>6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply the grade 6 Reading Standards to both literary and informational text, | -Developing a clear claim<br>-Determine the theme of a text<br>-Find meaningful and relevant evidence to support a claim<br>-Explain and analyze evidence | How can we effectively use text evidence to support and develop a claim? | Final Essay |

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|-----------------|-------|--------------------------------|---------------------------------------|--|--|---|-------------|
|                 |       |                                |                                       | where applicable.  |  |   |             |
| Argument Essays | April | -Teacher and student exemplars | Claim, reason, evidence, counterclaim | 6W1: Write arguments to support claims with clear reasons and relevant evidence.<br>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.<br>6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.<br>6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to | - Creating a persuasive claim<br>-Developing evidence to support claim<br>-Utilizing argument essay structure to successfully persuade | How can we effectively use evidence to persuade a reader? | Final Essay |

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|---------------------------------------|----------|---|--|---|---|--|----------------------------------|
|                                       |          |   |  | accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.<br>6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                             |   |  |                                  |
| <b>Genre Study: The Fantasy Novel</b> | May/June | - <u>Savvy</u> class novel, by Ingrid Law | -Embedded vocabulary<br>-Genre-specific vocabulary | 6R4: 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 on meaning, tone, and mood, including words with multiple meanings.<br>6R5: In literary texts, | - Using elements of fantasy reading to improve comprehension<br>-Using elements of fantasy to build on character theory | How can the elements of a fantasy novel be used to develop characters? | Book Test and writing assignment |

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|------------------------------|-----------|----------------------------|--|--|--|---|-------------------|
|                              |           |                            |  | analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot.<br>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other. |  |   |                   |
| <b>Grammar + Conventions</b> | Year-long | -Patterns of Power<br>-IXL | -Parts of Speech<br>-Subject/Predicate<br>-Fragments/Run-on Sentences<br>-Sentence Structure and Variety | 6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>6L4: Determine or clarify the meaning of unknown  | -Define and identify parts of speech<br>-Understand the structure of simple and compound sentences | How can appropriate grammar and conventions improve the clarity and maturity of your writing? | Mini-unit quizzes |

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|--|-----------|--|---|--|---|--|-------------------|
|  |           |  |   | and multiple-meaning words and phrases, choosing flexibly from a range of strategies.<br>6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. |   |  |                   |
| <b>Vocabulary:<br/>-Greek and Latin Root Words</b> | Year-long | Selection of commonly used Greek and Latin roots | Some examples:<br>Bio - biology<br>Chron - chronological<br>Dem - democracy | 6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  | - Understand the meaning of the most commonly used Greek and Latin root words<br>-Use these roots to define new words | How can learning about the etymology of our language help us understand unfamiliar vocabulary? | Mini-unit quizzes |

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