

Grade 6 English Language Arts Course Curriculum

Course Description:

Sixth Grade English Language Arts encourages students to reflect on the power of the individual. Students will look inward as they reflect on their own lives, writing about powerful narrative moments that have helped shape the person they are today. Through literature and nonfiction, students will also consider the impact individuals have on the world around them. By reading and analyzing a variety of texts in whole class and book club settings, students will discover how to question and make sense of the world. Students will use their voice to form ideas and opinions while learning how to effectively use evidence and reasoning to validate their thoughts through the writing of claim, evidence and reasoning paragraphs. By the end of the year, students will develop their narrative voices in their own writing and be able to analyze and discuss the impact of other writers' narratives in fiction and nonfiction texts.

Course Essential Questions:

- How do I read fiction/non-fiction texts to question and make sense of the world?
- How do I understand the writer's purpose in writing fiction/non-fiction?
- How do I collect information from fiction/non-fiction texts to better understand the text and the world?
- How can I read and study mentor texts to help build my skills and strategies as a writer and a thinker?
- How can I use my voice through writing to communicate ideas and experiences?
- How can I use my voice to communicate ideas and experiences?

Course Enduring Understandings:

- READING:
 - Comprehend and Interpret Texts (Approaching Texts as a Reader)
 - 6RL.1.A & 6.RI.1.A: Evidence/Inference
 - 6.RL.1.B & 6.RI.1.B: Word Meanings
 - 6.RL.1.C & 6.RI.1.C: Text Features
 - 6.RL.1.D: Summarize/Theme
 - 6.RI.1.D: Summarize/Claim
 - Analyze Craft and Structure (Approaching Texts as a Writer)
 - 6.RL.2.A & 6.RI.2.A: Structure
 - 6.RL.2.B & 6.RI.2.B: Point of View

- 6.RL.2.C & 6.RI.2.C: Craft & Meaning
 - 6.RL.2.D: Interaction & Meaning
 - 6.RI.2.D: Argument/Evidence
 - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
 - 6.RL.3.A & 6.RI.3.A: Text in Forms
 - 6.RL.3.B & 6.RI.3.B: Relationships in Texts
 - 6.RL.3.C & 6.RI.3.C: Historical Context
 - 6.RL.3.D & 6.RI.3.D: Comprehension
- WRITING:
 - Approaching the Task as a Researcher
 - 6.W.1.A: Research
 - Approaching the Task as a Writer
 - 6.W.2.A: Development
 - Approaching the Task as a Reader
 - 6.W.3.A: Revise & Edit
- SPEAKING & LISTENING:
 - Collaborating
 - 6.SL.1.A: Conversations
 - 6.SL.1.B: Questioning
 - 6.SL.1.C: Viewpoints of Others
 - Presenting
 - 6.SL.2.A: Verbal Delivery
 - 6.SL.2.B: Nonverbal
 - 6.SL.2.C: Multimedia

Course DESE Power Standards: Grade 6 Priority Skills

- Narrative Writing, Grade 6
- Research Writing
- Reading Informational & Literary Text
- Collaborating & Presenting

Unit 1	Personal Narrative		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	6.RL.1.A: Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.W.2.A: 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 techniques.	6.SL.2.A: Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.
	6.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context.	6.W.2.A.a: Develop narratives, about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	6.SL.2.B: Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
	6.RL.2.C: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	6.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	
	6.RI.1.D: Using appropriate text, determine the claim(s) of a text and cite evidence of its development; summarize the text.	6.W.3.A.a: Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	
	6.RL.2.A: Analyze how a particular sentence, chapter,	6.W.3.A.b: Word choice, syntax, and style: Choose precise language and	

	scene, stanza, or image contributes to meaning.	establish and maintain an appropriate and consistent style; sentences are complete.	
	6.RL.2.B: Explain how an author develops the point of view of the narrator or speaker in a text.	6.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
		6.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
		6.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
Learning Goal(s)	The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.	The student will follow a writing process to develop a narrative.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.
	The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.	The student will produce clear and coherent narrative writing with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.

	The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.	The student will produce narrative writing appropriate to the task, purpose, and audience.	The student will use conventions of language as appropriate to task, purpose, and audience.
	The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop writing with narrative writing techniques appropriate to the task, purpose, and audience.	The student will position their body to face the audience when speaking.
	The student will determine the figurative meaning of words and phrases as they are used in a text using context.	The student will develop narratives, about real or imagined experiences, with clearly identified characters, sequence of events, and relevant descriptive details appropriate to the task, purpose, and audience.	The student will make eye contact with listeners at various intervals when presenting.
	The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will use gestures to communicate a clear viewpoint when presenting.
	The student will analyze how the repetition of words or word sounds contributes to meaning in a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	
	The student will draw conclusions from the visual elements of a text.	The student will organize the content of the writing by maintaining a clear focus throughout the text	

		appropriate to task, purpose, and audience.	
	The student will determine the claim(s) of a text.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	
	The student will cite text evidence to support the development of the theme(s).	The student will choose precise language for task, purpose, and audience.	
	The student will summarize a text.	The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	
	The student will analyze how a particular element contributes to meaning in a text.	The student will use complete sentences.	
	The student will explain how an author develops the narrator or speaker's point of view (perspective) in a text.	The student will demonstrate a command of the conventions of standard English grammar.	
	The student will analyze how word choice contributes to meaning in a text.	The student will demonstrate a command of the conventions of standard English usage.	
	The student will analyze how figurative language	The student will demonstrate a command of spelling.	

	contributes to meaning in a text.	The student will demonstrate a command of punctuation.	
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
Assessments/ Rubrics	Mentor Text Annotation	Personal Narrative • Rubric Example 1 • Rubric Example 2	Personal Narrative Presentations
Curricular Resources	Optional Mentor Texts: Marshfield Memories: More Stories About Growing Up, Ralph Fletcher Once Upon an Eid: Stories of Hope and Joy from 15 Muslim Voices, Aisha Saeed “Dirk the Protector” by Gary Paulsen		

	"Eleven" by Sandra Cisneros Student Exemplars *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.
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Unit 2	Literary Analysis		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	6.RL.1.D: Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	6.W.2.A: 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 argumentative techniques.	6.SL.1.A: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	6.RL.3.A: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	6.W.2.A.c: Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	6.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	6.RL.3.B: Compare and contrast texts in different genres that address similar themes or topics.	6.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	6.SL.1.C: Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

	6.RL.3.C: Explain how plot and conflict reflect historical and/or cultural contexts.	6.W.3.A.a: Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	
	6.RL.3.D: Read and comprehend literature, including stories, and poems, independently and proficiently.	6.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	
		6.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
		6.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
		6.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
Learning Goal(s)	The student will determine the theme(s) of a text.	The student will follow a writing process to develop an argumentative essay.	The student will follow rules for discussion and decision making while collaborating.
	The student will cite text evidence to support the	The student will produce clear and coherent argumentative writing with development, organization, style, and	The student will track progress toward specific goals and deadlines while collaborating.

	development of the theme(s).	voice.	
	The student will summarize a text.	The student will produce argumentative writing appropriate to the task, purpose, and audience.	The student will define individual roles as needed while collaborating.
	The student will compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the same text.	The student will develop writing with argumentative writing techniques appropriate to the task, purpose, and audience.	The student will delineate the speaker's argument and claims.
	The student will note how a performance impacts personal interpretation.	The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence appropriate to task, purpose, and audience.	The student will pose and respond to specific questions with elaboration and detail.
	The student will compare and contrast texts from different genres that address similar themes or topics.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make comments that contribute to the topic, text, or issue under discussion.
	The student will explain how the plot reflects historical and/or cultural contexts in multiple texts.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will review the key ideas expressed by the speaker including those presented in diverse media.
	The student will explain how conflict reflects historical	The student will organize the content of the writing by maintaining a clear focus throughout the text	The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing

	and/or cultural contexts in multiple texts.	appropriate to task, purpose, and audience.	during collaboration.
	The student will read and comprehend literature, including stories, and poems, independently and proficiently.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	
		The student will choose precise language for task, purpose, and audience.	
		The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	
		The student will use complete sentences.	
		The student will demonstrate a command of the conventions of standard English grammar.	
		The student will demonstrate a command of the conventions of standard English usage.	
		The student will demonstrate a command of spelling.	
		The student will demonstrate a command of punctuation.	

		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
Assessments/ Rubrics	Literary Devices	Claim, Evidence & Reasoning Paragraphs • Rubric Example 1 • Rubric Example 2	Fiction Socratic Seminar
Curricular Resources	Optional Whole Class: Freak the Mighty, Rodman Philbrick Optional Texts for Small Group or Independent Choice (Including but not limited to):		

	Touching Spirit Bear; Ghost of Spirit Bear; Peak; Where the Red Fern Grows; Mrs. Frisbee and the Rats of Nihm; Black Beauty; Hatchet; 9/10; Old Yeller; Island of the Blue Dolphin; The Cay; The Fourth Stall; Counting By 7s; Out of My Mind; Fish in a Tree; The Westing Game; Stargirl; Word of Mouse; Rules; 5 Kingdoms Book 1 & 2; Speed of Life; Hoot; Bud Not Buddy; The Boy Who Saved Baseball; Scat; The Phantom Tollbooth; Hurt Go Happy; Sounder; Wonder; City of Ember; To Night Owl From Dogfish; The Revealers; Pack of Dorks; Among the Hidden; Lions of Little Rock; The Key to Extraordinary; Ghost; Blackbird Fly; Stella By Starlight; Brown Girl Dreaming; Me and Marvin Gardens; No More Dead Dogs; Ban This Book; Ugly *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.
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Unit 3	Nonfiction Research and Analysis		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	6.RL.1.A: Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.W.2.A: 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 expository techniques.	6.SL.2.A: Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.
	6.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, or reference materials.	6.W.2.A.b: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details	6.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

	6.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).	6.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	6.SL.1.C: Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	6.RI.1.D: Using appropriate text, determine the claim(s) of a text and cite evidence of its development; summarize the text.	6.W.3.A.a: Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	6.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.
	6.RL.2.A: Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	6.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	
	6.RL.2.B: Explain how an author develops the point of view of the narrator or speaker in a text.	6.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
	6.RL.2.C: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	6.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
		6.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	

		6.W.1.A.a: Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.	
		6.W.1.A.b: 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.	
Learning Goal(s)	The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.	The student will follow a writing process to develop an expository essay.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.
	The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.	The student will produce clear and coherent expository writing with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.
	The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.	The student will produce expository writing appropriate to the task, purpose, and audience.	The student will use conventions of language as appropriate to task, purpose, and audience.
	The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop writing with expository writing techniques appropriate to the task, purpose, and audience.	The student will delineate the speaker's argument and claims.

	The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop expository writing by introducing and supporting a claim with clear reasons and relevant evidence appropriate to task, purpose, and audience.	The student will pose and respond to specific questions with elaboration and detail.
	The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make comments that contribute to the topic, text, or issue under discussion.
	The student will interpret the visual elements of a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will review the key ideas expressed by the speaker including those presented in diverse media.
	The student will draw conclusions from the visual elements of a text.	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.
	The student will determine the theme(s) of a text.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	The student will plan and deliver appropriate presentations based on task, audience, and purpose.
	The student will cite text evidence to support the development of the theme(s).	The student will choose precise language for task, purpose, and audience.	The student will include multimedia components appropriate to task, purpose, and audience to clarify claims,

	The student will summarize a text.	The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	findings, and ideas within the presentation.
	The student will analyze how a particular sentence contributes to meaning in a text.	The student will use complete sentences.	
	The student will explain how an author develops the narrator or speaker's point of view (perspective) in a text.	The student will demonstrate a command of the conventions of standard English grammar.	
	The student will analyze how word choice contributes to meaning in a text.	The student will demonstrate a command of the conventions of standard English usage.	
	The student will analyze how figurative language contributes to meaning in a text.	The student will demonstrate a command of spelling.	
	The student will analyze how the repetition of words or word sounds contributes to meaning in a text.	The student will demonstrate a command of punctuation.	
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	

		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
		The student will conduct research to answer a question.	
		The student will draw and integrate information from several sources.	
		The student will use a standard citation system.	
		The student will gather relevant information from multiple print and digital sources.	
		The student will assess the credibility of multiple print and digital sources.	
		The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	
		The student will provide basic bibliographic information for multiple print and digital sources.	

Assessments/ Rubrics	Nonfiction Reading Strategies	Thesis with Multiple Paragraphs Thesis with Multiple Paragraphs	Non-Fiction Debate and Presentations
Curricular Resources	Optional Articles and Research Based Upon Current Events and Current Research Topics: NewsELA GALE Database Ebscohost Database CommonLit Teaching Tolerance Optional Small Group and Independent Choice Texts (Including But Not Limited To): • It's Trevor Noah: Born a Crime: Stories from a South African Childhood (Young Readers Edition), Trevor Noah • Chasing Lincoln's Killer, James L. Swanson • Candy Bomber: The Story of the Berlin Airlift's "Chocolate Pilot", Michael O. Tunnell • Freedom Walkers, Russell Freedman • Spooked: How a Radio Broadcast Invasion and the War of the Worlds Sparked the 1938 Invasion of America, Gail Jarrow • Unbroken (young readers edition), Laura Hillebrand • The Boys Who Challenged Hitler, Phillip Hoose • Port Chicago 50, Steve Sheinkin • Rising Water: The Story of the Thai Cave Rescue, Marc Aronson • Taking Flight: From War Orphan to Star Ballerina, Michaela DePrince • Life in Motion: An Unlikely Ballerina (Young Readers Edition), Misty Copeland • Find a Way: The Inspiring Story of One Woman's Pursuit of a Lifelong Dream, Diana Nyad • Courage Has No Color • Higher, Steeper, Faster • Popular • This Kid Can Fly • Last of the Giants • Turning 15 on the Road to Freedom		

	• I Got This • The Lady and the Sharks • Notorious RBG • The Boys in the Boat • Hidden Figures • The Boy Who Harnessed the Wind • Rocket Boys • The Omnivore's Dilemma • Finding Gobi • Your Food is Fooling You • Chew on This • Fast Food Nation • Elon Musk and the Quest for a Fantastic Future • I am Malala • No Summit out of Sight • Beastly Brains • Outcasts United *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.
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Unit 4	Book Club Capstone		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	6.RL.1.A: Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.W.2.A: 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 expository techniques.	6.SL.2.A: Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.

	6.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	6.W.2.A.a: Develop narratives, including poems, about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	6.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	6.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).	6.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	6.SL.1.C: Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	6.RL.1.D: Using appropriate text, determine the claim(s) of a text and cite evidence of its development; summarize the text.	6.W.3.A.a: Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	6.SL.1.A: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	6.RL.2.A: Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	6.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	6.SL.2.B: Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
	6.RL.2.B: Explain how an author develops the point of view of the narrator or speaker in a text.	6.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	

	6.RL.2.C: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	6.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
		6.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
Learning Goal(s)	The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.	The student will follow a writing process to develop a narrative.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.
	The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.	The student will produce clear and coherent narrative writing with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.
	The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.	The student will produce narrative writing appropriate to the task, purpose, and audience.	The student will use conventions of language as appropriate to task, purpose, and audience.
	The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop writing with narrative writing techniques appropriate to the task, purpose, and audience.	The student will delineate the speaker's argument and claims.

	The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop narratives, including poems, about real or imagined experiences, with clearly identified characters, sequence of events, and relevant descriptive details appropriate to the task, purpose, and audience.	The student will pose and respond to specific questions with elaboration and detail.
	The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make comments that contribute to the topic, text, or issue under discussion.
	The student will interpret the visual elements of a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will follow rules for discussion and decision making while collaborating.
	The student will draw conclusions from the visual elements of a text.	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.
	The student will determine the theme(s) of a text.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	The student will plan and deliver appropriate presentations based on task, audience, and purpose.
	The student will cite text evidence to support the	The student will choose precise language for task, purpose, and audience.	The student will track progress toward specific goals and deadlines while collaborating.

	development of the theme(s).		
	The student will summarize a text.	The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	The student will define individual roles as needed while collaborating.
	The student will analyze how a particular sentence contributes to meaning in a text.	The student will use complete sentences.	The student will position their body to face the audience when speaking.
	The student will explain how an author develops the narrator or speaker's point of view (perspective) in a text.	The student will demonstrate a command of the conventions of standard English grammar.	The student will make eye contact with listeners at various intervals when presenting.
	The student will analyze how word choice contributes to meaning in a text.	The student will demonstrate a command of the conventions of standard English usage.	The student will use gestures to communicate a clear viewpoint when presenting.
	The student will analyze how figurative language contributes to meaning in a text.	The student will demonstrate a command of spelling.	
	The student will analyze how the repetition of words or word sounds contributes to meaning in a text.	The student will demonstrate a command of punctuation.	
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	

		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
Assessments/ Rubrics	Capstone Fiction & Non-Fiction Reading Skills	Capstone & Personal Narrative	Book Clubs & Capstone Presentation
Curricular Resources	Optional Small Group and Independent Choice Texts (Including But Limited To): ● Black Brother, Black Brother, Jewell Parker Rhodes ● Other Words from Home, Jasmine Warga ● Front Desk, Kelly Yang		

- New Kid, Jerry Kraft
- Blended, Sharon M. Draper
- The List of Things That Will Not Change, Rebecca Stead
- Ghost Boys, Jewell Parker Rhodes
- The Night Diary, Veera Hiranandani
- The Science of Breakable Things, Tae Keller
- Mascot, Anthony John
- The Benefits of Being an Octopus, Ann Braden
- Look Both Ways, Jason Reynolds
- Lost Boys, Darcey Rosenblatt
- Rooting for Rafeal Rosales, Kurtis Scaletta
- The First Rule of Punk, Celia C. Perez
- All the Stars Denied, Guadalupe Garcia McCall
- See You at Harry's, Jo Knowles
- Roll of Thunder, Hear My Cry, Mildred Taylor
- City of Ghosts, Victoria Schwab
- The Bridge Home, Padama Venkatraman
- Code of Honor, Alan Gratz
- Fish in a Tree, Lynda Mullaly Hunt
- The Misfits, James Howe
- A Long Walk to Water
- The Red Pencil
- I Lived on Butterfly Hill
- Trash
- Bamboo People
- A Little Piece of Ground
- Serafina's Promise
- Forget Me Not
- Restar
- Amal Unbound
- Iqbal
- Faceless
- Ghost
- Gracefully Grayson

	*Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.
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