

6th Grade English

English Language Arts

Grade(s) 6th, Duration 1 Year, 1 Credit
Required Course

Course Overview

ELA is a core class where students will be learning the fundamentals of English. The student will be working on writing, reading, speaking and listening. We will focus on the elements of stories and how to identify the story elements. In this course we will be reviewing the basics of English, reading different short stories, working on writing skills as well as research skills for an end of year project.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
5 Week(s)	Back to the Basic	1. Parts of Speech 2. Subject and Predicate 3. Types of Sentences 4. Run - On Sentences 5. Summary
13 Week(s)	Story Analysis	1. A Sound Of Thunder 2. Dreaming with Your Eyes Open 3. Castle in the Sky 4. The Most Dangerous Game 5. The Monsters are Due on Maple Street 6. Writing your Own Story 7. Night of the Living Dummy 8. Book Report Project
8 Week(s)	Creative Writing	1. Intro to Poetry - Figurative Language 2. Comparing a Musician to a Poet 3. Color & Five Senses Poem 4. Imagery 5. Structure 6. Rhythm & Types of Poems 7. Research a Poet 8. Short Stories 9. Grimm Brothers 10. Narrative Story
6 Week(s)	Research	1. Determine Topic & Initial Research 2. Introduction Paragraph 3. Body Paragraph 4. Conclusion 5. Visual Representation

Materials and Resources

Student will need pencils, highlighters, a notebook, and a Chromebook for this class. The learning material such as stories and worksheets will be provided by the teacher.

Course Details

Unit: Back to the Basic

Duration: 5 Week(s)

Unit Description

Students will refocus back on things taught in previous years. We will start with parts of speech and build upwards. We will cover parts of speech, sentence structure, sentence type/purpose, run-on sentences, verb tense, and writing a summary.

Academic Vocabulary

Parts of Speech - Noun, Verb, Adverb, Adjective, Conjunction aka FANBOY, Pronoun, Preposition, and Interjection.

Sentence Structure - Subject, Predicate, Direct Object, Indirect Object, and Subject Complement.

Types of Sentences - Simple, Compound, Complex, Compound/Complex, Independent Clause, and Dependent Clause.

Sentence Purpose - Declarative, Interrogative, Imperative, and Exclamatory.

Summary

Summative Assessment

There will be an end of semester test where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Slides

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Class Discussions
Partner Work
Quizzes

Topic: Parts of Speech

Duration: 4 Day(s)

Topic Description (short)

We will be going over the 8 parts of speech. We will do 4 a day then two days of review.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

Assessment: The teacher will check over the Facts vs. Opinion statement activity.

ELA.6.RI.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.

ELA.6.RI.2.C -- Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

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.

Assessment: The teacher will collect the journals, and utilize a scoring guide to see that students followed the writing process appropriate to task.

ELA.6.W.3.A -- Review, revise, and edit writing with consideration for the task, purpose, and audience.

- Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

- Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

- Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

The student will recognize variations from standard English in their own and others' writing and speaking.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Subject and Predicate

Duration: 4 Day(s)

Topic Description (short)

We will be working on identifying the subject and predicate of sentences.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Types of Sentences

Duration: 4 Day(s)

Topic Description (short)

We will work on identifying different types of sentences for two days and review for two days.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Run - On Sentences

Duration: 4 Day(s)

Topic Description (short)

We will work on identifying run-on sentences and how to fix them. Then we will have two days of review.

Learning Targets

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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Summary

Duration: 4 Day(s)

Topic Description (short)

We will work on making an accurate summary and knowing what a summary is. We will read stories and then make summaries based on the material read. We will then have two days of review.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Unit: Story Analysis

Duration: 13 Week(s)

Unit Description

We will be focusing on literary elements, context, setting, character, plot, literary devices, conflicts and themes. The students will read different stories and break them apart based on the literary elements. There will be corresponding vocabulary work for them to complete as well.

Additional assignments will vary and we will alternate and focus on different literary elements in each story.

Academic Vocabulary

Literary Elements - Tone, Style, Point of View, Mood, Conflict, Character, Setting, Theme, and Plot.

Parts of Plot - Exposition, Conflict, Rising Action, Climax, Falling Action, and Resolution.

There will also be vocabulary from the stories being read for the kids to define.

Summative Assessment

There will be an end of semester test where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets

Series of Short Stories

Small Book (to read to class after you finish ALL the short stories)

Slides

Class Discussions

Partner Work

Quizzes

Projects

Topic: A Sound Of Thunder

Duration: 6 Day(s)

Topic Description (short)

We will read "A Sound of Thunder" and complete comprehension and story analysis worksheets about the story.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Dreaming with Your Eyes Open

Duration: 4 Day(s)

Topic Description (short)

We will read "Dreaming with Your Eyes Open" and complete comprehension and story analysis worksheets about the story.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Castle in the Sky

Duration: 2 Day(s)

Topic Description (short)

We will read "Castle in the Sky" and complete comprehension and story analysis worksheets about the story.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: The Most Dangerous Game

Duration: 6 Day(s)

Topic Description (short)

We will read "The Most Dangerous Game" and complete comprehension and story analysis worksheets about the story.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: The Monsters are Due on Maple Street

Duration: 6 Day(s)

Topic Description (short)

We will read "The Monsters are Due on Maple Street" and complete comprehension and story analysis worksheets about the story.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Writing your Own Story

Duration: 10 Day(s)

Topic Description (short)

Students will take what they know from the short stories we have read and make their own story. They will also work on revising and editing their work.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

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Topic: Night of the Living Dummy

Duration: 10 Day(s)

Topic Description (short)

We will read "Night of the Living Dummy" and complete comprehension and story analysis worksheets about the story.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Book Report Project

Duration: 10 Day(s)

Topic Description (short)

Students will do a book project based on the book "Night of the Living Dummy".

Learning Targets

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Unit: Creative Writing

Duration: 8 Week(s)

Unit Description

Students will work on learning forms of figurative language and the correct way to use them. There will be a poetry section within the unit as well as a short story section where they will compose their own stories. They will use what they learned from the Back to the Basics unit and the Story Analysis unit to progress through this unit.

Academic Vocabulary

Poetry - Epic Poem, Ballad, Haiku, Sonnet, Lyrics, Odes, Free Verse, Rhythm, Figurative Language, Metaphors, Similes, Personification, Onomatopoeia, Imagery, Structure, Stanza, Volta, Rhyme Scheme, Alternate Rhyme, Mono-rhyme, Couples Rhyme, Limerick, Pace, Stress, Flow, and Narrative.

Short Stories - Genre, Setting, Character, Plot, Theme, Moral Lesson, Literary Devices, Point of View, Imagery, Foreshadowing, Diction, Tone, First Person, Second Person, Third Person Limited, Third Person Omniscient, Syntax, Formal, Informal, Colloquial, Slang, fable, Mini Saga, Vignette, Magical Realism, Minimalism, Sketch Story, Narrative, Nonfiction, Fiction,

Summative Assessment

There will be an end of semester assessment where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Short Stories
Slides
Class Discussions
Partner Work
Quizzes
Projects

Topic: Intro to Poetry - Figurative Language

Duration: 4 Day(s)

Topic Description (short)

We will discuss what is poetry and cover the first aspect which is Figurative Language.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Comparing a Musician to a Poet

Duration: 4 Day(s)

Topic Description (short)

We will discuss as a group the similarities and different of a poet and a musician. Then we will analyze different poems and songs from

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poets/musicians. Then the students will pick a musician and poet to compare on their own.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Color & Five Senses Poem

Duration: 2 Day(s)

Topic Description (short)

The student will learn how to write a color poem as well as a five senses poem. They will then make their own of each and illustrate their poem.

Learning Targets

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Imagery

Duration: 2 Day(s)

Topic Description (short)

We will discuss what is imagery? How to identify imagery? Then the student will have to comprehend what the author is talking about in their imagery. By the end of this the students will be writing their own poems using imagery.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Structure

Duration: 2 Day(s)

Topic Description (short)

We will learn about the structure of poems and the different formats of poems. They will then have to write examples of the poems we discussed.

Learning Targets

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Rhythm & Types of Poems

Duration: 4 Day(s)

Topic Description (short)

We will discuss the purpose of rhythm and how it is used in poems. Then we will look at the different types of poems and their importance.

After that they will illustrate two different types of poems to help break down the poems meaning. The last thing they will do is to write two different style poems based on two different pictures.

Learning Targets

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

- Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

- Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

- Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

Assessment: The teacher will check over the brainstorming graphic organizer "My Opinions About..."

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students will compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Assessment:

Students will, by the end of the year, read and comprehend literature, including stories, dramas, and poems, in grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Assessment:

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/ listener interest, and style.
- Maintain consistency in style and tone.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Learning Targets linked to Priority Standard = +

Topic: Research a Poet

Duration: 6 Day(s)

Topic Description (short)

The kids will work on researching a poet and finding certain information about them to build their poster board of them. There will be a packet that helps them go step by step in this research project.

Learning Targets

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Short Stories

Duration: 2 Day(s)

Topic Description (short)

We will discuss the different genres of short stories as well as all the different type of short stories.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Grimm Brothers

Duration: 4 Day(s)

Topic Description (short)

Students will read a Grimm Brothers story and then watch the Disney counter part to compare the two.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Narrative Story

Duration: 6 Day(s)

Topic Description (short)

We will read a narrative story and complete comprehension activities based on the story.

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Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Unit: Research

Duration: 6 Week(s)

Unit Description

In this unit the students will learn and work on finding information about a certain topic. Then they will correctly relay that information in their own words or quote the source in the correct format. The work that will be done will be project and paper based.

Academic Vocabulary

Topic, Pre-Search, Materials, Credibility, and Sources.

Summative Assessment

There will be an end of semester assessment where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Slides
Class Discussions
Partner Work
Quizzes
Projects

Topic: Determine Topic & Initial Research

Duration: 2 Day(s)

Topic Description (short)

Students will pick their topic within the broad category based on the project. They will then need to start researching sources for their topic. They will need to find at least 3 sources and cite them.

Learning Targets

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Learning Targets linked to Priority Standard = +

Topic: Introduction Paragraph

Duration: 2 Day(s)

Topic Description (short)

Once the topic has been picked and the beginning stages of research have taken place the students will begin writing the introduction paragraph for their presentation.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

Topic: Body Paragraph

Duration: 4 Day(s)

Topic Description (short)

using the sources they found they will choose three important things that coincide with their topic to explain more on. They will use their previous sources to make three paragraphs, one for each point.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = +

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Topic: Conclusion

Duration: 2 Day(s)

Topic Description (short)

Students will then wrap up their whole research in a paragraph re explaining their topic.

Learning Targets

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets linked to Priority Standard = ✚

Topic: Visual Representation

Duration: 2 Day(s)

Topic Description (short)

Students will have to have a visual representation for their research. It can be a power point or a poster board that displayed their research along with images/charts/graph/ect.

Learning Targets

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Cite specific textual evidence to support analysis of primary and secondary sources.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Distinguish among fact, opinion, and reasoned judgment in a text.

Draw evidence from informational texts to support analysis, reflection, and research.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Cite specific textual evidence to support analysis of primary and secondary sources.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Distinguish among fact, opinion, and reasoned judgment in a text.

Draw evidence from informational texts to support analysis, reflection, and research.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Cite specific textual evidence to support analysis of primary and secondary sources.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Distinguish among fact, opinion, and reasoned judgment in a text.

6th Grade English

English Language Arts

Grade(s) 6th, Duration 1 Year, 1 Credit
Required Course

Draw evidence from informational texts to support analysis, reflection, and research.

Learning Targets linked to Priority Standard = 