

Course of Study:

6th-Grade English Language Arts

(610)



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Unit 1: Overcoming Obstacles

Learning Standard:

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2 Analyze literary text development.
 - a. Determine a theme of a text and how it is conveyed through particular details.
 - b. Incorporate a theme and story details into an objective summary of a text.
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Establish a thesis statement to present information.
 - b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
 - c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f. Establish and maintain a formal style.
 - g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

How Taught?

Teaching activities may include, but are not limited to:

- Direct instruction
- Independent work
- Collaborative groups
- Modeling
- Scaffolding
- Review

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(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

- W.7.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 6 Reading standards to literature (e.g., “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”).
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
- SL.7.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Spell correctly.
- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose language that expresses ideas precisely and concisely.
 - b. Recognize and eliminate wordiness and redundancy.

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<ul style="list-style-type: none">● L.6.6 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.	
<p>Materials:</p> <ul style="list-style-type: none">● Membean● Achieve3000 LevelSet● Achieve3000 Articles● “The Pull of the Penguin” by Christy Milhaly from CommonLit● “Walking for My Life” by Jennifer Owings Dewey from CommonLit● “Pull of the Penguin” Guided Notes● “Walking for My Life” Guided Notes● Teacher Sample TBeeC Paragraph● Teacher Sample Essay● Introduction/Conclusion Paragraph PearDeck● Essay Outline● Essay Editing Checklist	<p>How Assessed?</p> <ul style="list-style-type: none">● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)● Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)● Summative Assessments (using rubrics; tests/exams, projects, presentations, essays) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">● Breaking down concept into smaller components● Presenting the information again in a different way● Practice activities such as computer tutorials, games and hands-on activities● Review sessions● Teacher conferencing

Unit 2: Touching Spirit Bear

<p>Learning Standard:</p> <ul style="list-style-type: none">● RL.7.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text● RL.7.2 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.● RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).● RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as	<p>How Taught? Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">● Direct instruction● Independent work● Collaborative groups● Modeling● Scaffolding● Review
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<p>sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> • RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. • RL.6.7 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 text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. 	
<p>Materials:</p> <ul style="list-style-type: none"> • Membean • Achieve3000 Articles • Weekly Grammar Notes • Reading Homework Quizzes • Fiction/Nonfiction Signposts Handout • Ongoing Plot Diagram Worksheet • Point of View Handout • Conflict Handout • Types of Character Handout • Achieve Article Analysis Worksheets • One Pager Assignment • Journal Writing Worksheets • Dialogue Handout • Dialogue Worksheet • Connotation, Denotation, & Figurative Language Note Sheet • Figurative Language/Connotation Worksheets • Theme Matching Activity and Worksheet (excerpts from Ereading Worksheets Link) • Theme Worksheet • Cole’s Anthem Album Cover Activity • Cole’s Anthem Album Cover Teacher Sample • TipTop and Dialogue Practice Worksheet • <i>Touching Spirit Bear</i> Test • Journey Story Digital Notebook • Teacher Sample Journey Story • Narrative Editing Checklist • “Touching Spirit Bear” Tlingit Article 	<p>How Assessed?</p> <ul style="list-style-type: none"> • Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics) • Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics) • Summative Assessments (using rubrics; tests/exams, projects, presentations, essays) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Breaking down concept into smaller components • Presenting the information again in a different way • Practice activities such as computer tutorials, games and hands-on activities • Review sessions • Teacher conferencing

Unit 3: A Long Walk to Water

<p>Learning Standard:</p> <ul style="list-style-type: none"> • RL.7.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 	<p>How Taught? Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Direct instruction • Independent work
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| <ul style="list-style-type: none">● RL.7.2 Analyze literary text development.<ul style="list-style-type: none">a. Determine a theme of a text and how it is conveyed through particular details.b. Incorporate a theme and story details into an objective summary of the text.● RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).● RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.● RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.● RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.● RI.7.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.● RI.7.2 Analyze informational text development.<ul style="list-style-type: none">a. Determine a central idea of a text and how it is conveyed through particular details.b. Provide an objective summary of the text that includes the central idea and relevant details.● RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).● RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.● RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.● RI.7.6 Determine an author's perspective or purpose in a text and analyze how the author | <ul style="list-style-type: none">● Collaborative groups● Modeling● Scaffolding● Review |
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distinguishes his or her position from that of others.

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
 - a. Establish a thesis statement to present an argument.
 - b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the argument presented.

- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Establish a thesis statement to present information.
 - b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
 - c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.7.5 With some guidance and support from

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peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

- W.7.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose language that expresses ideas precisely and concisely.
 - b. Recognize and eliminate wordiness and redundancy.
- L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Materials:

- Membean
- Achieve3000 Articles
- Weekly Grammar Notes
- *A Long Walk to Water* novel
- *A Long Walk to Water* PDF
- *A Long Walk to Water* Essay Guided Notes
- *A Long Walk to Water* Reading Homework Quizzes
- Ch 1 Inference PearDeck
- Ch 2 Worksheet
- Mood Matching Worksheet based off of excerpts from Ereading Worksheets [Link](#)
- Ch 3 Mood Digital Notebook
- Ch 3 Mood TBeeC
- Figurative Language Sort Activity
- Ch 4 TBeeC
- Formative Edulastic Quiz Ch 5-6
- Ch 8 Comparing Perspectives TBeeC
- Ch 10 Tone Worksheet
- Ch 11 Tone Scavenger Hunt
- Ch 13 TBeeC Writing
- Ch 14 Edulastic Quiz
- Ch 16 Theme Note Sheet
- Ch 16 Theme TBeeC

How Assessed?

- Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)
- Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)
- Summative Assessments (using rubrics; tests/exams, projects, presentations, essays)

How Re-Taught?

Re-teaching activities may include, but are not limited to:

- Breaking down concept into smaller components
- Presenting the information again in a different way
- Practice activities such as computer tutorials, games and hands-on activities
- Review sessions
- Teacher conferencing

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- Ch 17-18 Practice Test
- Salva's Survival Chart
- Elaboration Handout
- Drink Local Drink Tap "Clean Water Is A Human Right" Lesson
- *A Long Walk to Water* Edulastic Test
- *A Long Walk to Water* Informative Essay
- Essay Editing Checklist

Unit 4: Technology

Learning Standard:

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

How Taught?

Teaching activities may include, but are not limited to:

- Direct instruction
- Independent work
- Collaborative groups
- Modeling
- Scaffolding
- Review

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- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
 - a. Establish a thesis statement to present an argument.
 - b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the argument presented.

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and

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<p>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none">● SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.d. Acknowledge new information expressed by others and, when warranted, modify their own views.● SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.● L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">a. Explain the function of phrases and clauses in general and their function in specific sentences.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
<p>Materials:</p> <ul style="list-style-type: none">● Membean● Achieve3000 Articles● Weekly Grammar Notes● "Technology Haiku" by John P. Curtin from CommonLit● "The Veldt" by Ray Bradbury● Counterarguments and Rebuttals Note Sheet● Objective Summaries Worksheet● Poem Analysis Worksheet	<p>How Assessed?</p> <ul style="list-style-type: none">● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)● Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)

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<ul style="list-style-type: none">● “Technology Haiku” Quiz● Short Story Analysis Worksheet● “The Veldt” Quiz● Evidence Jamboard● Comparison T-Charts● Argumentative Essay● Essay Editing Checklist● Business Pitch Planning Sheet● Young Entrepreneur Pitch Challenge Resources● Pitch Feedback Sheets● Final Pitch Evaluation Sheets	<ul style="list-style-type: none">● Summative Assessments (using rubrics; tests/exams, projects, presentations, essays) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">● Breaking down concept into smaller components● Presenting the information again in a different way● Practice activities such as computer tutorials, games and hands-on activities● Review sessions● Teacher conferencing
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