

Tunkhannock Area School District
Grade 6 Language Arts Unit 1

Fiction

What is fiction?

What are the elements of fiction?

How does fiction differ from other genres?

PA Common Core Standards

- CC.1.3.6.A
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.3.6.B
Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- CC.1.3.6.C
Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
- CC.1.3.6.D
Determine an author's purpose in a text and explain how it is conveyed in a text.
- CC.1.3.6.E
Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- CC.1.3.6.F
Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- CC.1.3.6.G
Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
- CC.1.3.6.H

Objectives

- Formulate a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
- Examine how two authors present similar information in different types of text.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- 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.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 6 Language Arts Unit 1 (4 weeks)

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p>Active Reading Bell Ringers Collaborative Reading Graphic Organizers Guided Note-taking Guided Lecture Jig Saw KWL Literature Circles Pair/Share Peer Editing Presentation Question Board Thumbs Up/Down Out Word Wall Word Splash Marker Boards Footloose</p> <p style="text-align: right;">Ticket</p>	<p><u>Short Stories:</u> "Eleven" by Sandra Cisneros "Tale of the Mandarin Ducks" by Katherine Paterson</p> <p><u>Science Fiction:</u> "A Wrinkle in Time" by Madeleine L'Engle</p> <p><u>Historical Fiction:</u> "Roll of Thunder, Hear My Cry" by Mildred D. Taylor</p>	<p>Various short stories in textbook including but not limited to: "The Market Square Dog" by James Herriot</p> <p>"Dragon, Dragon" by John Gardner</p> <p>"The Lady and the Spider" by Robert Fulghum</p> <hr/> <p>Vocabulary Sadler Oxford Level A</p> <hr/> <p>Writing/Grammar <i>Glencoe Grammar & Composition Handbook</i> Writing Graphic Organizers Journals Collins Writing Program</p> <p>(See appendices)</p>	<p>theme making predictions fact and opinion structure and plot characterization inferences draw conclusions figurative and connotative language context clues paraphrasing cause and effect audience conflict descriptive language dialogue foreshadowing generalization genre literary device/element antagonist protagonist setting summarize transition</p>	<p>Formative Observation Self and Peer Assessment AR Tests Oral Questioning Class Discussions Exit Tickets Progress Monitoring Tools (AimsWeb, Dibels) SRA Checkouts Demonstration, Performances, Products & Projects Teacher Developed Classroom Based Evaluations Written Work by Students</p> <p>Summative Textbook Assessments Graded writing samples with Rubrics Teacher Developed Classroom Based Evaluations State Assessments (PSSA, PASA) District Benchmarks</p> <p>Benchmark Dibels AimsWeb</p> <p>Diagnostic SRA Placement Test Classroom Diagnostic (CDT)</p>

Tunkhannock Area School District
Grade 6 Language Arts Unit 2

Nonfiction

What is nonfiction?

What are the elements of nonfiction?

How does nonfiction differ from fiction?

PA Common Core Standards:

CC.1.2.6.A

Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.2.6.B

Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

CC.1.2.6.C

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

CC.1.2.6.D

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CC.1.2.6.E

Analyze the author's structure through the use of paragraphs, chapters, or sections.

CC.1.2.6.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

CC.1.2.6.G

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC.1.2.6.H

Evaluate an author's argument by examining claims and determining if they are supported by evidence.

CC.1.2.6.I

Examine how two authors present similar information in different types of text.

CC.1.2.6.J

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.

CC.1.2.6.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.6.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Objectives

Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

Analyze the author's structure through the use of paragraphs, chapters, or sections.

Analyze how the structure of a text contributes to the development of the central idea.

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Tunkhannock Area School District
Grade 6 Language Arts Unit 2 (10 weeks)

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
Active Reading Bell Ringers Collaborative Reading Graphic Organizers Guided Note-taking Guided Lecture Jig Saw KWL Literature Circles Pair/Share Peer Editing Presentation Question Board Thumbs Up/Down Ticket Out Word Wall Word Splash Marker Boards Footloose	<u>Nonfiction:</u> from "Letter on Thomas Jefferson" by John Adams <u>Nonfiction:</u> from "This Land Was Made for You and Me" by Elizabeth Partridge <u>Informational Text:</u> "Freedom Walkers; The Story of the Montgomery Bus Boycott" by Russell Freedom	Various pieces of nonfiction in the textbook including but not limited to: "Water" by Helen Keller "Jackie Robinson: Justice at Last" by Jeffrey C. Ward and Ken Burns Excerpt from <i>Zlata's Diary</i> by Zlata Filipovic <u>Vocabulary</u> Sadler Oxford Level A <u>Writing/Grammar</u> <i>Glencoe Grammar & Composition Handbook</i> Writing Graphic Organizers Journals Collins Writing Program (See appendices)	central idea autobiographical narrative point of view author's purpose main ideas analyze text structure context clues evidence generalization research	Formative Observation Self and Peer Assessment AR Tests Oral Questioning Class Discussions Exit Tickets Progress Monitoring Tools (AimsWeb, Dibels) SRA Checkouts Demonstration, Performances, Products & Projects Teacher Developed Classroom Based Evaluations Written Work by Students Summative Textbook Assessments Graded writing samples with Rubrics Teacher Developed Classroom Based Evaluations State Assessments (PSSA, PASA) District Benchmarks Benchmark Dibels AimsWeb Diagnostic SRA Placement Test Classroom Diagnostic (CDT)

Poetry

What are the various forms of poetry?
How is figurative language used throughout?

PA Common Core Standards:

- CC.1.3.6.A
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.3.6.B
Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- CC.1.3.6.C
Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
- CC.1.3.6.D
Determine an author's purpose in a text and explain how it is conveyed in a text.
- CC.1.3.6.E
Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- CC.1.3.6.F
Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- CC.1.3.6.G
Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
- CC.1.3.6.H
Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- CC.1.3.6.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.6.L

Objectives

- Determine an author's point of view or purpose in a poem and explain how it is conveyed in the poem.
- Examine how two authors present similar information in different types of poems.
- Write various forms of poetry.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Tunkhannock Area School District
Grade 6 Language Arts Unit 3 (8 weeks)

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
Active Reading Bell Ringers Collaborative Reading Graphic Organizers Guided Note-taking Guided Lecture Jig Saw KWL Literature Circles Pair/Share Peer Editing Presentation Question Board Thumbs Up/Down Ticket Out Word Wall Word Splash Marker Boards Footloose Computer Lab Research Project Note-taking	"Oranges" by Gary Soto "A Poem for My Librarian, Mrs. Long" by Nikki Giovanni "I, Too, Sing America" by Langston Hughes	Various poems in the textbook including but not limited to: "The Walrus and the Carpenter" by Lewis Carroll Haiku by Basho "Life Doesn't Frighten Me" by Maya Angelou <u>Vocabulary</u> Sadler Oxford Level A <u>Writing/Grammar</u> <i>Glencoe Grammar & Composition Handbook</i> Writing Graphic Organizers Journals Collins Writing Program (See appendices)	alliteration emotion express/expression figure of speech figurative language hyperbole idiom illustrate imagery impression irony limerick literary device metaphor mood tone personification poetry simile symbolism verse	Formative Observation Self and Peer Assessment AR Tests Oral Questioning Class Discussions Exit Tickets Progress Monitoring Tools (AimsWeb, Dibels) SRA Checkouts Demonstration, Performances, Products & Projects Teacher Developed Classroom Based Evaluations Written Work by Students Summative Textbook Assessments Compass Unit Tests Graded writing samples with Rubrics Teacher Developed Classroom Based Evaluations State Assessments (PSSA, PASA) District Benchmarks Benchmark Dibels AimsWeb Diagnostic SRA Placement Test Classroom Diagnostic (CDT)

Tunkahnock Area School District
Grade 6 Language Arts Unit 4

Drama

What are the elements of drama?

How does drama differ from other types of literature?

PA Common Core Standards:

CC.1.3.6.A

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.3.6.B

Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

CC.1.3.6.C

Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

CC.1.3.6.D

Determine an author's purpose in a text and explain how it is conveyed in a text.

CC.1.3.6.E

Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.6.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

CC.1.3.6.G

Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.

CC.1.3.6.H

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

CC.1.3.6.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.6.J

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or

Objectives

Analyze characters and how their actions affect the plot in a drama.

Analyze and interpret what theme is being expressed in a drama.

Analyze how events, acts, or scenes form a plot with a conflict, rising action, climax, and resolution.

Compare and contrast a drama's script to another form of performance (i.e. radio play, movie, etc.)

Tunkahnock Area School District
Grade 6 Language Arts Unit 5 (10 weeks)

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
Active Reading Bell Ringers Collaborative Reading Graphic Organizers Guided Note-taking Guided Lecture Jig Saw KWL Literature Circles Pair/Share Peer Editing Presentation Question Board Thumbs Up/Down Ticket Out Word Wall Word Splash Marker Boards Character Trait Charts		<p>Additional plays in textbook including but not limited to:</p> <p>"The Phantom Tollbooth" by Susan Nanus</p> <p>"The BFG" by Roald Dahl</p> <hr/> <p>Vocabulary</p> <p>Sadler Oxford Level A</p> <hr/> <p>Writing/Grammar</p> <p><i>Glencoe Grammar & Composition Handbook</i></p> <p>Writing Graphic Organizers</p> <p>Journals</p> <p>Collins Writing Program</p> <p>(See appendices)</p>	dramatic structure conflict character tone mood emotion playwright dramatist script dialogue stage directions acts scenes comedies tragedies tragic hero tragic flaw soliloquy aside monologue complex characters	<p>Formative</p> <p>Observation Self and Peer Assessment AR Tests Oral Questioning Class Discussions Exit Tickets Progress Monitoring Tools (AimsWeb, Dibels) SRA Checkouts Demonstration, Performances, Products & Projects Teacher Developed Classroom Based Evaluations Written Work by Students</p> <p>Summative</p> <p>Textbook Assessments Graded writing samples with Rubrics Teacher Developed Classroom Based Evaluations State Assessments (PSSA, PASA) District Benchmarks</p> <p>Benchmark</p> <p>Dibels AimsWeb</p> <p>Diagnostic</p> <p>SRA Placement Test Classroom Diagnostic (CDT)</p>