

Tunkhannock Area School District
Grade 6 Language Arts Unit 1 (4weeks)

Theme: Thinking for Oneself

How do we decide what is true?

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 judgements.

CC.1.2.6.I.Examine how two authors present similar information in different types of text.

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 judgements.

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.1.4.6.F Demonstrate a gradeappropriatecommand of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.U. Use technology, including the Internet, to produce and publish writng as well as to interact and collaborate with others; demonstrate sufficient command of key boarding skills to type a minimum of three pages in a single setting.

CC.1.4.6.X. 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.

CC.1.5.6.D. 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.

Objectives

Students will decide what is true by:

Formulating 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 judgements

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

Comparing and contrasting 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.

Using technology, including the Internet, to produce and publish writng as well as to interact and collaborate with others; demonstrate sufficient command of key boarding skills to type a minimum of three pages in a single setting.

Writing 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.

Presenting 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.

Demonstrating a gradeappropriatecommand of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
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<p>Active Reading Bell Ringers Collaborative Reading Graphic Organizers Guided Note-taking Guided Lecture Jig Saw Literature Circles Pair/Share Editing Question Board Thumbs Up/Down Out Word Wall Splash Marker Boards Footloose</p>	<p><u>Short Stories</u> "Eleven" by Sandra Cisneros</p> <p><u>Nonfiction:</u> from "Letter on Thomas Jefferson" by John Adams</p> <p><u>Fiction:</u> from "Roll of Thunder, Hear my Cry" by Mildred Taylor</p>	<p><u>Vocabulary</u> Big Question Vocabulary Selection Vocabulary</p> <p><u>Writing/Grammar</u> Prentice Hall Literature Voyages in English Writing Graphic Organizers Journals Personal Anecdote</p> <p><u>Short Stories</u> Prentice Hall Literature: Unit 1</p> <p><u>Nonfiction</u> Relevant current event articles</p>	<p>theme central idea making predictions fact and opinion punctuation capitalization spelling</p> <p>transitions</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>
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