

M/J I Language Arts (6th grade)
Year at a Glance

<p>M/J I (6th Grade) Language Arts Course Description to be covered over 4 quarters</p>	<p style="text-align: center;"><u>Course Description</u></p> <p>The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language○ influence of history, culture, and setting on language○ personal critical and aesthetic response• writing for varied purposes<ul style="list-style-type: none">○ developing and supporting argumentative claims○ crafting coherent, supported informative/expository texts○ responding to literature for personal and analytical purposes○ writing narratives to develop real or imagined events○ writing to sources (short and longer research) using text based claims and evidence• effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions• collaboration amongst peers	<p style="text-align: center;"><u>Family Resources</u></p> <p>Language Arts Florida Standards Grade 6</p> <p>Coming Prepared to Discuss</p> <p>What Is Text Based Talk?</p> <p><i>Please note:</i></p> <p><i>*Short and extended informational and argumentative writing tasks will be embedded into reading responses to support students as they progress towards the FSA Writing Assessment.</i></p> <p><i>*Unlike most other subjects, the English Language Arts standards are not taught in isolation or sequential order. This means that standards spiral in and out of each lesson, are paired strategically, and will repeat throughout the year depending on the theme, task, and text.</i></p>
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	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 1 Aug 10 – Oct 12</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Standards: LAFS.6.RL.1.1 and LAFS.6.RI.1.1 • 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. Standards: LAFS.6.RL.1.2 and LAFS.6.RI.1.2 • Describe how a particular story’s 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 and/or analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Standards: LAFS.6.RL.1.3 and LAFS.6.RI.1.3 • Write an argument to support claims with clear reasons and relevant evidence. Standard: LAFS.6.W.1.1 <p><u>REVIEW 4th and 5th grade standards as needed:</u></p> <ul style="list-style-type: none"> • Subject/Predicate (complete sentences and fragments) • Punctuation (basic commas) • Capitalization • Prepositional phrases 	<p><u>Example Text*</u></p> <p>“The Ravine” (short story by Graham Salisbury – page 3) from class textbook resource HMH Collections.</p> <p>Reading Support for students:</p> <p>The Pavement Bookworm (Close reading practice in multiple standards for 6th graders)</p> <p>Sample Writing Task:</p> <p>Write two paragraphs that compare and contrast the main characters in the story. Explain how they are similar and different using support from the text.</p>

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<p style="text-align: center;">Quarter 2 Oct 17 – Dec 21</p>	<p>Students will be able to :</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Standards: LAFS.6.RL.2.4 and LAFS.6.RI.2.4</p> <p>Analyze how individual elements (sentence, paragraph, chapter, or sections) of informative text or literature contribute to the development of ideas or a story and the structure of the text. Standards: LAFS.6.RL.2.5 and LAFS.6.RI.2.5</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text. Standards: LAFS.6.RL.2.6 and LAFS.6.RI.2.6</p> <p>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. Standard: LAFS.6.W.2.5:</p> <p>Demonstrate command of grammar and usage when writing or speaking as well as command of capitalization, punctuation, and spelling when writing. Standards: LAFS.6.L.1.1 and LAFS.6.L.1.2</p>	<p><u>Example Text*</u></p> <p>“Mammoth Shakes and Monster Waves” (by Brenda Z. Guiberson-p.139) from class textbook resource HMH Collections</p> <p>Reading Support for Students: Turn the Key: Unlocking Authors’ Intentions</p> <p>Writing Support for Students: Mission Possible (Students can practice determining theme) Writing Workshop (Students can practice writing with persuasion)</p> <p>Sample Writing Task: In a small group, discuss the causes and effects of a specific natural disaster then write several paragraphs that express those causes and effects.</p>

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 3 Jan 7 – Mar 14</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • 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. Standard: LAFS.6.RL.3.7 • 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. Standard: LAFS.6.RL.3.9 • 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. Standard: LAFS.6.RI.3.7 • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Standard: LAFS.6.RI.3.8 • LAFS.6.RI.3.9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). • Demonstrate command of grammar and usage when writing or speaking as well as command of capitalization, punctuation, and spelling when writing. Standards: LAFS.6.L.1.1 and LAFS.6.L.1.2 	<p>Anchor Text*</p> <p>“Medusa’s Head” (Myth by Agha Shahid Ali in the <i>Close Reader</i>- page 101) “Medusa” (Poem by Agha Shahid Ali in the <i>Close Reader</i>- page 113) from class textbook resource HMH Collections</p> <p>Writing Support for Students:</p> <p>Which Writing is Right? (Students can practice writing expository essays in preparation for FSA writing)</p> <p>State your Claim (Students can practice writing argument essays in preparation for FSA writing)</p> <p>Reading Support for Students:</p> <p>Turning the Key: Unlocking Author’s Intention Sample Writing Prompt:</p> <p>See FSA Portal for sample and resources!</p>

	Students Will Review Key Standards as Needed	Examples of Resources
<p style="text-align: center;">Quarter 4 March 25 – May 24</p>	<p>Students will be able to (review standards as needed):</p> <ul style="list-style-type: none"> • Cite evidence from text that supports the analysis of, and includes inferences drawn, from the text. LAFS.6.RI.1.1 LAFS.6.RL.1.1 • Determine a theme or central/main idea, identify details that support the central/main idea, summarize the text, and distinguish opinions and judgements. LAFS.6.RI.1.2 LAFS.6.RL.1.2 • Explain how an author develops point of view of the narrator or speaker in a text. LAFS.6.RI.2.6 LAFS.6.RL.2.6 • Determine or clarify the meaning of unknown and multiple meaning words and phrases. LAFS.6.L.3.4 • Write narratives to develop real or imagined experiences or events creative in nature. LAFS.6.W.1.3 • Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. LAFS.6.L.1.1 	<p>Anchor Text* from “It Worked for Me: In Life and Leadership” (memoir by Colin Powell- page 253 and from biography by Warren Brown- page 260) from class textbook resource HMH Collections</p> <p>Writing Support for Students: Why the Attitude? (Students practice writing with tone, voice, and emotion)</p> <p>Reading Support for Students: Solving Word Mysteries</p> <p><u>Sample Writing Task:</u> 4th quarter offers opportunity for creative writing, i.e. poetry, memoir, narratives to encourage student exploration of themselves and the world through their writing.</p>