



ELA 6 – Year-at-a-Glance

M/J Language Arts 1- Standard and Advanced Levels

From the FLDOE Course Description:

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

What is the purpose of this course?

The purpose of this course is to provide sixth grade students with an integrated study of English-Language Arts using reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - 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
 - developing and supporting argumentative claims
 - crafting coherent, supported expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing on 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

What will sixth grade students be expected to do?

In the 2026-2027 school year, SJCSO will continue to use the Florida B.E.S.T. Standards as the tool to guide ELA instruction in our schools.

According to the [Florida's B.E.S.T. Standards: English Language Arts](#) (p. 78),

In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade [and continued to be studied in 7th and 8th]. In this grade band, students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. This framework should help students in building a body of knowledge useful in being able to interpret multiple layers of meaning. In middle school, those periods are as follows:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

The FLDOE's "Parent Guide for Sixth Grade English-Language Arts" is an excellent resource for the specifics of the ELA standards as they pertain to this grade level. You can access that document via this link: <https://www.fl DOE.org/core/fileparse.php/7539/urlt/pgg-6-standards.pdf>

What will sixth grade students be reading and discussing?

The standards below will be covered by ALL sixth grade ELA teachers in SJCS D through the use of some or all of these spotlight texts. Moreover, teachers have autonomy to use additional, appropriate supplemental texts, lessons, and projects to address the quarter's spotlight standards as well as to introduce and review the other standards for the grade-level.

	Spotlight Standards	Spotlight Texts
Quarter 1	Reading Strand: ELA.6.R.1.1: Literary Elements ELA.6.R.1.2: Theme ELA.6.R.1.3: Perspective and Point of View ELA.6.R.3.1: Interpreting Figurative Language Communication Strand- Writing: ELA.6.C.1.4: Expository (Informational) Writing Communication Strand- Grammar ELA.6.C.3.1: Conventions - correct use of pronouns; varied sentence structure Vocabulary Strand: ELA.6.V.1.1: Academic Vocabulary ELA.6.V.1.2: Morphology ELA.6.V.1.3: Context and Connotation	• “Eleven” by Sandra Cisneros- short story • “All Summer in a Day” by Ray Bradbury- short story • <i>Bronx Masquerade</i> (excerpt) by Nikki Grimes- novel
Quarter 2	Reading Strand: ELA.6.R.1.4: Poetry ELA.6.R.2.1: Structure ELA.6.R.2.2: Central Idea ELA.6.R.3.2: Paraphrasing and Summarizing Communication Strand- Writing: ELA.6.C.1.4: Expository (Informational) Writing Communication Strand- Grammar: ELA.6.C.3.1: Conventions - correct use of verbals (gerunds, infinitives, participial phrases); dangling modifiers Vocabulary Strand: ELA.6.V.1.1: Academic Vocabulary ELA.6.V.1.2: Morphology ELA.6.V.1.3: Context and Connotation	• “The House on the Hill” by Edwin Arlington Robinson- poetry • “Tableau” by Countee Cullen- poetry • “Margaret Bourke-White: Fearless Photographer” by McGraw Hill Education – informational text • <i>Warriors Don’t Cry</i> (excerpt) by Melba Pattillo Beals- memoir

Quarter 3	Reading Strand: ELA.6.R.2.3: Author’s Purpose and Perspective ELA.6.R.2.4: Argument ELA.6.R.3.3: Comparative Reading ELA.6.R.3.4: Understanding Rhetoric Communication Strand- Writing: ELA.6.C.1.3: Argumentative (Persuasive) Writing Communication Strand- Grammar: ELA.6.C.3.1: Conventions - use of comparative and superlative forms of adjectives; colons, ellipses, and hyphens Vocabulary Strand: ELA.6.V.1.1: Academic Vocabulary ELA.6.V.1.2: Morphology ELA.6.V.1.3: Context and Connotation	• “Eulogy of the Dog” by George Graham Vest- rhetorical text • “The Magic Marker Mystery” by René Saldaña, Jr.- play • “We’re on the Same Team” by Jacki Jing – letter • <i>The Miracle Worker</i> (excerpt) by William Gibson- play • <i>The Story of My Life</i> (excerpt) by Helen Keller- autobiography • “Helen Keller” by Langston Hughes- poetry
Quarter 4	Reading Strand: All B.E.S.T. Standards for the sixth-grade year will be reviewed and/or covered in this quarter. Communication Strand- Writing: ELA.6.C.1.2: Narrative Writing and/or ELA.6.C.4.1: Researching and Using Information Communication Strand- Grammar: ELA.6.C.3.1: Conventions – basic spelling rules; capitalization; and spiral review Vocabulary Strand: ELA.6.V.1.1: Academic Vocabulary ELA.6.V.1.2: Morphology ELA.6.V.1.3: Context and Connotation	School-based teacher teams will decide on the works they use in this quarter; please contact your student’s teacher for specifics.

What longer works might sixth grade students study?

Teachers may choose to teach longer works in their entirety. The list below comprises those works approved by the Florida Department of Education for sixth grade study. Any work outside the District's adopted resource, Florida StudySync, or the B.E.S.T. Sample Text List goes through the District's novel-approval process before instructional use. Teachers are expected to share information with families about studies of longer works at least two weeks before each study begins. This list is not comprehensive; see the Florida B.E.S.T. Standards for English Language Arts for more information.

Florida StudySync Novel Studies	B.E.S.T. Sample Extended-Length Texts from B.E.S.T. Sample Titles of Complex Texts by Grade Level list
• <i>A Long Walk to Water</i>, Park* • <i>A Rover's Story</i>, Warga • <i>A Wrinkle in Time</i>, L'Engle • <i>Black Ships Before Troy</i>, Sutcliff* • <i>Eagle Drums</i>, Hopson • <i>El Niño</i>, Muñoz Ryan • <i>Eleanor Roosevelt: A Life of Discovery</i>, Freedman • <i>Gathering Blue</i>, Lowry • <i>Harriet Tubman: Conductor on the Underground Railroad</i>, Petry* • <i>Hatchet</i>, Paulsen* • <i>Hello Universe</i>, Kelly • <i>Hoot</i>, Hiaasen • <i>I Am Malala</i>, Yousafzai • <i>Little Women</i>, Alcott* • <i>Merci Suárez Changes Gears</i>, Medina • <i>One Crazy Summer</i>, Williams-Garcia • <i>Roll of Thunder, Hear My Cry</i>, Taylor • <i>Starfish</i>, Fipps • <i>The Birchbark House</i>, Erdich • <i>The Lightning Thief</i>, Riordan • <i>The Miracle Worker</i>, Gibson • <i>The Story of My Life</i>, Keller • <i>Touching Spirit Bear</i>, Mikaelson • <i>Treasure Island</i>, Stevenson* • <i>Walk Two Moons</i>, Creech • <i>We Dream of Space</i>, Kelly	• <i>Down, Down, Down: A Journey to the Bottom of the Sea</i>, Jenkins • <i>Incidents in the Life of a Slave Girl</i>, Jacobs • <i>Lincoln: A Photobiography</i>, Freedman • <i>Little Britches: Father and I Were Ranchers</i>, Moody • <i>Miracle on Maple Hill</i>, Sorensen • <i>Tales of the Greek Heroes</i>, Green • <i>The Adventures of Pinocchio</i>, Collodi • <i>The Book of Virtues for Young People: A Treasury of Great Moral Stories</i>, Bennett • <i>The Bronze Bow</i>, Speare • <i>The Devil's Arithmetic</i>, Yolen • <i>The Hiding Place</i>, ten Boom • <i>The Phantom Tollbooth</i>, Juster

*Text is also located on B.E.S.T. Sample Titles of Complex Texts by Grade Level list