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| C:\Users\sdupree\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\Q5JFE962\BV Subject Icons ELA (2).jpg | BLUE VALLEY DISTRICT CURRICULUM ELA | Grade 6 | Macintosh HD:Users:klott:Desktop:BV Logo.jpg |

 **ORGANIZING THEME/TOPIC FOCUS STANDARDS & SKILLS**

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| **UNIT 1: RELATIONSHIPS****Unit Overview:** Students will explore pieces of text focusing on relationships, conflicts, and how they change our relationship with others.**Overarching Essential Question(s):** Is conflict always bad?How do conflicts in relationships change us?**Suggested Time Frame:** Quarter One | **STANDARDS (READING LITERATURE)****RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**RL.6.2** 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.**RL.6.3** 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.**RL.6.4** 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.**RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.**STANDARDS (READING INFORMATIONAL TEXT)****RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**RI.6.2** Determine a central idea of a text and how that idea is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**STANDARDS (WRITING)****W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**W.6.3a** Engage and orient the reader by establishing a context and introducing a narrator and/orcharacters; organize an event sequence that unfolds naturally and logically.**W.6.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shiftsfrom one time frame or setting to another.**W.6.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**W.6.3e** Provide a conclusion that follows from the narrated experiences or events.**W.6.4** Produce writing which the development, organization, and style are appropriate to the task, purpose, and audience.**W.6.5** 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. **W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or wo) for a range of discipline-specific tasks, purposes, and audiences.**STANDARDS (SPEAKING/LISTENING)****SL.6.1** 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.**SL.6.1a** Come to discussion 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.**SL.6.1b** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**SL.6.1c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**SL.6.1d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**STANDARDS (LANGUAGE)****L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L.6.1a** Ensure that pronouns are in the proper case (subjective, objective, and possessive).**L.6.1b** Use intensive pronouns (e.g., myself, ourselves).**L.6.1c** Recognize and correct inappropriate shifts in pronouns number and person. **L.6.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**L.6.3** Use knowledge of language and its conventions of standard English capitalization, punctuation, and spelling when writing.**L.6.4a** 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.**L.6.4d** 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).**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. |

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| **UNIT 2: JOURNEY****Unit Overview**: Students will analyze text and note the journeys that take place and connect the concept of what information is important to know as journeys are being taken. **Overarching Essential Question(s):**What is important to know? How do our journeys affect us?**Suggested Time Frame:** Quarter Two | **STANDARDS (READING LITERATURE)****RL.6.5** Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text; and how it contributes to the development of the theme, setting, or plot.**RL.6.9** 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.**STANDARDS (READING INFORMATIONAL TEXT****RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**RI.6.2** Determine a central idea of a text and how that idea is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**RI.6.4** Determine the meaning of words and phrases as they are used in a text; including figurative and connotative, and technical meanings.**RI.6.5** Analyze how a particular sentence, chapter, scene or section fits into the overall structure of a text and contributes to the development of the ideas.**RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.**STANDARDS (WRITING)****W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**W.6.2a** Introduce a topic; 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 when useful to aiding comprehension.**W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**W.6.2c** Use appropriate transitions to clarify the relationships among ideas and concepts.**W.6.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.6.2e** Establish and maintain a formal style.**W.6.2f** Provide a concluding statement or section that follows from the information or explanation presented.**W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.**W.6.10** 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. **STANDARDS (SPEAKING/LISTENING)****SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally and explain how it contributes to a topic, text, or issue under study.**SL.6.4** 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.**SL.6.6** Adapt speech to contexts and tasks using command of formal English when appropriate.**STANDARDS (LANGUAGE)****L.6.2a** Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements.**L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (*e.g., audience, auditory, audible*)**L.6.4c** Consult reference materials, both print and digital, to find pronunciation and clarify meaning and parts of speech.**L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.**L.6.5a** Interpret figures of speech (e.g., personification) in context.**L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty). |

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| **UNIT 3: COMMUNICATION****Unit Overview:** Students will examine different types of written, verbal, and non-verbal communication skills. A key concept will be centered on using these different modes to express a point of view.**Overarching Essential Question(s):** How can I use words to communicate clearly?**Suggested Time Frame: Quarter Three** | **STANDARDS (READING LITERATURE)****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.**STANDARDS (READING INFORMATIONAL TEXT)****RI.6.7** 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.**RI.6.8** 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.**RI.6.9** Compare and contrast one author’s presentation of an event with that of another author, (e.g., a memoir written by and a biography on the same person).**STANDARDS (WRITING)****W.6.1** Write arguments to support claims with clear reasons and relevant evidence.**W.6.1a** Introduce claim(s) and organize the reasons and evidence clearly.**W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**W.6.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**W.6.1d** Establish and maintain a formal style.**W. 6.1e** Provide a concluding statement or section that follows from the argument presented.**W.6.10** 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. **STANDARDS (SPEAKING/LISTENING)****SL.6.3** Delineate a speaker’s argument and specific claims, distinguishing claims supported by reasons and evidence from claims that are not.**SL.6.4** 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.**SL.6.5** Include multimedia components, (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**STANDARDS (LANGUAGE)****L.6.1e** Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.**L.6.2b** Spell correctly.**L.6.3a** Vary sentence patterns for meaning, reader/listener interest, and style.**L.6.3b** Maintain consistency in style and tone. |

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| **UNIT 4: HUMAN SPIRIT****Unit Overview:** Students will analyze how the human spirit shapes communities, as well as how communities shape the human spirit through literature, nonfiction pieces, and/or a novel study.**Overarching Essential Question(s):** How do our communities shape us? How is the human spirit developed?**Suggested Time Frame**: Quarter Four | **STANDARDS (READING LITERATURE)****RL.6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**REVIEW / APPLICATION OF SKILLS FOUND IN ALL WRITING STANDARDS****STANDARDS (READING INFORMATIONAL TEXT)****RI.6.10** By the end of the year read and comprehends literary nonfiction at the high end of grades 6-8, text complexity band proficiently, with scaffolding as needed at the high end of the range.**REVIEW / APPLICATION OF SKILLS FOUND IN ALL WRITING STANDARDS****STANDARDS (WRITING)****W.6.10** 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.**REVIEW / APPLICATION OF SKILLS FOUND IN ALL WRITING STANDARDS****STANDARDS (SPEAKING/LISTENING)****REVIEW / APPLICATION OF SKILLS FOUND IN ALL SPEAKING/LISTENING STANDARDS****STANDARDS (LANGUAGE)****REVIEW / APPLICATION OF SKILLS FOUND IN ALL LANGUAGE STANDARDS** |