

6th Grade ELA

Timeline	Topic/Theme	Essential Questions	Common Core Standards	SLE	Assessments
<p>First Trimester:</p>	<p>-Set at-home reading goal for the trimester -Introduce book report paper, project, and presentation</p> <p>Novel: <i>Eleven</i> Genre: Realistic Fiction Levels of Meaning-- Multiple themes (maturity and responsibility, what it means to be a hero, and how sometimes the most heroic acts come from finding the courage to show kindness to others when times are tough) Structure- Split storyline focusing on 3 narrators: Alex, “The Man in the White Shirt”, and Mac Knowledge Demands- Background knowledge about 9/11. The ability to create and read a timeline. An understanding of the idea of foreshadowing.</p> <p>Novel: Esperanza Rising Genre: Historical Fiction Levels of Meaning: Multiple themes (overcoming hardships, the spirit of optimism, and the historical importance of how a group of people lived in past times) Structure: The narrative of this historical text is told in sequential order. Cause and effect relationships contribute to the overall structure of the text. Knowledge demands: Students will need to have background knowledge about Mexican history as well as American history in the time period around the Great Depression.</p>	<p>What does it mean to be a hero? Can a kid be a hero?</p> <p>Why are there so many more instances of kindness after tragedy strikes? Does this say something about one way people respond to difficult times?</p> <p>Is Alex mature or immature at the start? How do we know? Does he want to be considered mature and responsible? What’s keeping him from his goal? As the story progresses, does he seem to be changing? How can you tell? In what way is he acting differently? Think about Alex at the end: is he the same guy he was at the start? What’s different?</p> <p>How do our experiences cause us to change and grow?</p>	<p>RL 1, RL 2, RL 3, RL 4 RL 5, RL 7 RI 1, RI 2, RI 3, RI 7, RI 9 W 2, W 4, W 8, W 10 L3, L4, L6 SL 1,2,4,6</p> <p>RL 1, RL 2, RL 3, RL 4 RL 5, RL 7 RI 1, RI 2, RI 3, RI 7, RI 9 W 2, W 4, W 8, W 10 L3, L4, L6 SL 1,2,4,6</p>	<p>2A 2B 2C 2D 2E 2F 3A 3B 3C 3E 3F</p>	<p>Story elements blurb</p> <p>Reading journal entries</p> <p>Realistic Fiction genre chart</p> <p>Vocabulary</p> <p>KWL chart</p> <p>Family interviews about 9/11</p> <p>Read and annotate background articles on 9/11</p> <p>Make predictions based on textual evidence</p> <p>Character list</p> <p>Timeline of events</p> <p>Epilogue writing</p> <p>“Bento Box” final novel project</p> <p>Story elements blurb</p> <p>Historical Fiction genre chart</p> <p>Vocabulary</p> <p>Read and annotate article about the history of Mexico</p>

	<p>“Development of the English Language” Writing Focus: Word Choice -Borrowed words -Choosing language for audience, purpose, and situation -Formal and informal English -Dialect, slang, idioms -Figurative language (simile, metaphor, personification) -Grammar and syntax -Poetry -Introduce Personal writing (ie- strong beginnings, word choice)</p>	<p>How can we effectively bring about change when faced with injustice in society?</p> <p>What separates or segregates people from one another? What brings them together?</p> <p>What are expectations during writing?</p> <p>How is poetry different from other forms of writing?</p> <p>How do writers convey a message/voice through essays?</p> <p>How are paragraphs organized? Why are topic sentences important?</p>	<p>L 1, L2, L 3, L4, L5 W 2,W 3,W 4,W 5</p>	<p>Make predictions based on the style (of Romanticism)</p> <p>Character List</p> <p>Identify the important events</p> <p>Writing task: How does the myth of the phoenix relate to Esperanza Rising?</p> <p>Identify internal and external conflicts</p> <p>Retell summary</p> <p>Author’s craft: situational irony</p> <p>Gather evidence to support author’s line of thinking</p> <p>Writing task: Characters change over time</p> <p>Writing task: Turning Point</p> <p>Story elements blurb Realistic fiction-Mystery genre chart</p> <p>Expository Paragraph (What inspired Ellen Raskin to write <i>The Westing Game</i>)</p>
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	<p>Writing Focus- Ideas</p> <p>"Building Blocks of the English Language"</p> <p>-Sentence and Fragment</p> <p>-Four types of sentences</p> <p>Simple and compound sentences, subjects, and predicates</p> <p><u>Business Letter</u></p> <p>-Writing Focus: Organization</p> <p>-Introduce Autobiography</p> <p>-Writer's workshop- paragraph writing</p> <p>-Types of paragraphs (narrative, informative, descriptive, persuasive)</p>	<p>How are sentences formed?</p> <p>What are the four types of sentences?</p> <p>How do writers convey a message/voice through essays?</p> <p>How are business letters formulated?</p>	<p>W1, W3, W4, W5, W6</p> <p>RL4</p> <p>L1, L , L3</p> <p>W 3 , W 4, W 5, W 6</p>	<p>2A, 2B, 2C,2D, 2E,2F, 3A,3B, 3C,3E 3F</p> <p>Complimentary business letter</p> <p>Exam (sentence vs fragment, sentence types, simple and compound subjects and predicates)</p>

	Conventions- capitalization, commas, semicolon, colon				
Second Trimester December-March	<p>Second Trimester =At-home reading goal Second book report paper, project, and presentation</p> <p>Novel: <i>The Westing Game</i> Genre: Mystery Levels of Meaning-- Multiple themes (the American Dream, self-improvement, redemption, capitalism, and the philosophy of success Structure- Puzzle mystery; sequential order; 16 main characters Knowledge Demands- Background knowledge about American symbolism and the American Dream</p> <p>Novel: <i>Chains</i> Genre: Historical Fiction Levels of Meaning-- Multiple themes emerge throughout the book. Themes include, freedom vs slavery, the value of freedom, the effects of war, and the role of government. The themes are conveyed through the author’s use of symbolism and metaphor. Structure- Sequential in order; each chapter is given a date which references the timeline of historical events. Each chapter begins with a primary source. The ability to distinguish between factual information and the fictional story is needed. Language conventionality and clarity- Historical language and dialect Knowledge Demands- Background knowledge of slavery, major events of the Revolutionary War, the Declaration of Independence, and influential people from the time period will be provided.</p>	<p>Can you make a prediction based on the information (character, setting, problem, main events) in the blurb?</p> <p>What inspired Ellen Raskin to write <i>The Westing Game</i>? (Outside Text)</p> <p>What is the American Dream? (Outside Test 2 “How the American Dream Works)</p> <p>Identify the problems in the story. Can you identify the cause and effect relationships? (chain of events)</p> <p>What were the important events in the American Revolution? (Three outside texts)</p> <p>Terms-- Loyalist and Patriot; What are the similarities and differences between them two groups of people? (Outside Text)</p> <p>Identify the major problem in the book and how the</p>	<p>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7 RI 1, RI 2, RI 3, RI 5, RI 6, RI 9 W 1, W 2, W4, W 8, W 9, W 10 L 3,4 6 SL 1,2,4,6</p>	<p>2A 2B 2C 2D 2E 2F 3A 3B 3C 3E 3F</p>	<p>Story Elements in the Blurb worksheet (Characters, Setting (time and place), Problem, Prediction) Genre Chart</p> <p>Label and color code a map of the original thirteen colonies.</p> <p>Create a list of the important events of the revolution based on the articles.</p> <p>Character Descriptions Problems List</p> <p>Contrast Writing (expository writing)</p> <p>Important Events List</p> <p>Important Quotes *Natural Rights)</p> <p>White People’s Opinion of Slaves T-Chart</p> <p>Problem / Solution/ Opinion Writing</p> <p>Retell Summary</p> <p>Discussion of metaphors for freedom (plant references)</p> <p>Line of Thinking/Evidence Collection Box</p> <p>Turning Point Frame</p>

	<p>Weekly Spelling Autobiography –writing process Part-of-speech-Noun review Pronouns (ch 5) (subjective, objective, possessive, intensive, shifts in person and in number Verbs- (ch 6, ch 7, ch 8)) (subject-verb agreement and usage) Conventions- Quoting/paraphrasing, parentheses, and dashes</p>	<p>problem is influenced by the time period in which the story takes place.</p> <p>What do you think the term <i>natural right</i> means (in the Petition for Freedom from a group of slaves May 1774)?</p> <p>Why does the author include repeated references to plants (seeds, plants, and a vine)? What is she trying to tell the reader?</p> <p>How does Isabel change throughout the book?</p> <p>How does Isabel Cross the River Jordam?</p>	<p>W 3, W 4, W 5 W 6, W7, W8. L 1, L 2</p>	<p>Vocabulary Quizzes Midpoint Test Final Test</p> <p>Spelling tests Nouns review quiz Pronouns and verbs assessment</p>	
<p>Third Trimester April- June</p>	<p>At-home reading goal Book report paper, project, and presentation</p> <p>Novel: <i>When You Reach Me (Book Club)</i> Genre: Mystery Structure- The story is told in the first person. The narrator is telling the story <i>after</i> the events have already happened (as a series of flashbacks) Language conventionality and clarity- Subtle use of figurative language</p>	<p>What are the expectations during the book club meetings?</p> <p>What does reader’s workshop look like?</p> <p>Why is it important to work as a team?</p> <p>Why is it important to gather information about the characters, setting, problems, and important events as you</p>	<p>RL 1, RL 2, RL 3, RL 4, RL 5, RL 6 W2, W 4, W 8, W 9, W 10 L 6 SL 1</p>	<p>2A 2B 2C 2D 2E 2F 3A 3B 3C 3D 3E 3F 3G</p>	<p>Blurb Character List (characters and details) Problems List (independently) Setting Map Important Events List (group work) Retell Summary Writing (Expository)</p> <p>Book Club Meeting Notes 1,2,3,4</p> <p>Author’s Craft (mood)/ Group discussion and notes</p>

	<p>Weekly Spelling Weekly Vocabulary (Greek and Latin roots) -Research Essay (Sugar)</p> <hr/> <p>Speech unit</p> <hr/>	<p>read the first quadrant of the book?</p> <p>How do good readers keep track of the setting as they read?</p>	<p>L4 W1; W 2, W4, W5. W6 SL 4, SL 5</p>	<p>Author's Message/ Evidence Collection</p> <p>Turning Point Writing</p> <p>Final Summary</p> <p>Spelling/ Roots tests Vocabulary tests</p> <p>Parts Of Speech test</p> <p>End of the year persuasive writing assessment</p>
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Two Types of Assessment:

Formative Assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. Formative Assessment can be as informal as observing the learner's work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving student understanding and performance.

Examples: a very interactive class discussion; a warm-up, closure, or exit slip; a on-the-spot performance; a quiz.

Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed.

Examples: End of unit exams, major cumulative projects, research projects, and performances/presentations.