​**​Essential Standards:**
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**ELA Curriculum for Sixth Grade: Helena Middle School**

**Vedovatti/Bishop**

**Unit 1: Plot:**

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’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.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

1. **Materials:**
2. **“The Ravine” story from Collections**

**Unit 2: Narrative**

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’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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. **Materials**
	1. **“The Mixer” short story from Collections**

**Unit 3: Novel Study**

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3 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.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

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.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**A. Materials**

**1. Ghost Boys, by Jewell Parker Rhodes**

**Unit 4: Argument**

[W.6.1](http://www.corestandards.org/ELA-Literacy/W/6/1/) Write arguments to support claims with clear reasons and relevant evidence.

[W.6.1.A](http://www.corestandards.org/ELA-Literacy/W/6/1/a/) Introduce claim(s) and organize the reasons and evidence clearly.

[W.6.1.B](http://www.corestandards.org/ELA-Literacy/W/6/1/b/) Support claim(s) with clear reasons and relevant evidence, using credible sources

and demonstrating an understanding of the topic or text.

[W.6.1.C](http://www.corestandards.org/ELA-Literacy/W/6/1/c/) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[W.6.1.D](http://www.corestandards.org/ELA-Literacy/W/6/1/d/) Establish and maintain a formal style.

[W.6.1.E](http://www.corestandards.org/ELA-Literacy/W/6/1/e/) Provide a concluding statement or section that follows from the argument presented.

 [RI.6.1](http://www.corestandards.org/ELA-Literacy/RI/6/1/) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. **Materials:**
2. **Pro/Con.org, argument topics**
3. **“Wild Animals Aren’t Pets”, “Should People Own Exotic Animals” articles from Collections**
4. **Articles: “Hang up and Drive” and “Fine Arts”**

**Unit 5: Figurative Language/Poetry**

[RL.6.4](http://www.corestandards.org/ELA-Literacy/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.6.5](http://www.corestandards.org/ELA-Literacy/RL/6/5/) Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.

[RL.6.7](http://www.corestandards.org/ELA-Literacy/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.

[RL.6.10](http://www.corestandards.org/ELA-Literacy/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.

[L.6.5](http://www.corestandards.org/ELA-Literacy/L/6/5/)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.6.5.A](http://www.corestandards.org/ELA-Literacy/L/6/5/a/)
Interpret figures of speech (e.g., personification) in context.

[L.6.5.B](http://www.corestandards.org/ELA-Literacy/L/6/5/b/)
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

[L.6.5.C](http://www.corestandards.org/ELA-Literacy/L/6/5/c/)
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

[W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.6.5](http://www.corestandards.org/ELA-Literacy/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.

1. **Materials:**
2. **“The Elements of a Poem” Khan Academy**
3. **“Simon Mole Vocabulary Battle” YouTube**
4. **“Simon Mole 10-Minute Poem” YouTube**
5. **“The Elements of Figurative Language” Khan Academy**

**Unit 6: Literature Study and Collaborative Discussion Novels**

[RL.6.1](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/RL/6/3/) 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.

[RL.6.4](http://www.corestandards.org/ELA-Literacy/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.6.5](http://www.corestandards.org/ELA-Literacy/RL/6/5/) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

[RL.6.6](http://www.corestandards.org/ELA-Literacy/RL/6/6/) Explain how an author develops the point of view of the narrator or speaker in a text.

[SL.6.1](http://www.corestandards.org/ELA-Literacy/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.6.1.A](http://www.corestandards.org/ELA-Literacy/SL/6/1/a/) Come to discussions 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.6.1.B](http://www.corestandards.org/ELA-Literacy/SL/6/1/b/) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.[6.1.C](http://www.corestandards.org/ELA-Literacy/SL/6/1/c/) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[SL.6.1.D](http://www.corestandards.org/ELA-Literacy/SL/6/1/d/) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

1. **Materials:**
2. **Novels: (student choice)**
	1. **Refugee by Alan Gratz**
	2. **Rules by Cynthia Lord**
	3. **Insignificant Events in the Life of a Cactus by Dusti Bowling**
	4. **The Pants Project by Cat Clarke**
	5. **Season of Styx Malone by Kekla Magoon**
	6. **Amal Unbound by Aisha Saeed**
	7. **Inside Out and Back Again by Thanhha Lai**
	8. **Out of My Mind by Sharon Draper**

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’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. Craft and Structure

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.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

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SL.6.1.a Come to discussions 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.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.