

M/J Reading 6th Grade - #1008010
Year-at-a-Glance Curriculum Guide

Time Frame	Key Standards	Sample Resources
<p>M/J I (6th Grade) Language Arts Course Description to be covered over 4 quarters</p>	<p>The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. At the end of 7th grade students are expected to read and comprehend texts in the 6-8 grade complexity band proficiently and read texts at the high end of the band with support</p> <p>General Notes: The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • demonstrating successful reading of argument; • demonstrating successful reading of fact and opinion; • demonstrating successful reading of high-quality literature; • demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text; • demonstrating successful understanding of academic vocabulary and vocabulary in context; • integrating reading and writing, including written responses to print and digital text; • using 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; • collaborating extensively amongst peers. <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>This course includes a focus on range of reading, writing, and level of text complexity as noted in LAFS.6.RI.4.10 and LAFS.6.RL.4.10. <i>By the end of the year, read and comprehend literary nonfiction and 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.</i></p> <p>LAFS.6.W.4.10 <i>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.</i></p> <p>*Unlike most other subjects, the English Language Arts standards are not taught in sequential order. This means that standards spiral in and out of each lesson and will be repeated throughout the year depending on the theme, task, and text.</p>	

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<p align="center">Quarter 1</p>	<p>Students will be able to :</p> <p>Reading Standards:</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 • Analyze how individual elements (sentence, paragraph, chapter, sections) of informative text or (sentence, chapter, scene, stanza) of literary text fit into the overall structure of a text and contribute to the development of ideas or theme, setting, or plot. LAFS.6.RI.2.5 LAFS.6.RL.2.5 • Compare and contrast texts of different genres that share similar events, individuals, or ideas. LAFS.6.RL.3.9 LAFS.6.RI.3.9 • Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. Explain how an author develops the point of view of the narrator or speaker in a text. LAFS.6.RI.2.6 LAFS.6.RL.2.6 <p>Supportive Language and Listening/Speaking Standards:</p> <ul style="list-style-type: none"> • 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. LAFS.6.L.3.4, LAFS.6.L.3.6 <ul style="list-style-type: none"> • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). • Demonstrate understanding of figurative language, word relationship, and nuances in word meanings. LAFS.6.L.3.5, LAFS.6.L.3.6 <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification in context.) • Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. LAFS.6.L.1.1 <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. LAFS.6.L.2.3 • 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. 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. Follow rules for collegial discussions, set specific goals and deadline, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. LAFS.6.SL.1.1 	<p>Anchor Text(s):</p> <p>Reading Support for Students: <u>The Pavement Bookworm</u> - (Close reading practice in multiple standards for 6th graders)</p> <p>Sample Writing Task(s): 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> <p>Common Grading:</p>

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<p align="center">Quarter 3</p>	<p>Students will be able to : Reading Standards:</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 • 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. LAFS.6.RI.3.8 • 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 • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 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. LAFS.6.RI.1.3; LAFS.6.RL.1.3 • 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 • Analyze how a sentence, chapter, scene, or stanza adds to the development of theme, setting or plot in different genres. LAFS.6.RL.2.5 • 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. LAFS.6.RI.3.7 <p>Supportive Language, Listening/Speaking, and Writing Standards:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. LAFS.6.L.3.4 • Demonstrate understanding of figurative language, word relationship, and nuances in word meanings. LAFS.6.L.3.5, LAFS.6.L.3.6 • Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. LAFS.6.L.1.1 <ul style="list-style-type: none"> ○ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. LAFS.6.W.3.7 • 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. LAFS.6.W.3.8 • Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. LAFS.6.SL.1.3 • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. LAFS.6.SL.2.6 	

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<p align="center">Quarter 4</p>	<p>Students will be able to :</p> <p>Reading Standards -</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 <p>Supportive Writing, Language, Listening/Speaking Standards -</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple meaning words and phrases. LAFS.6.L.3.4 • Demonstrate understanding of figurative language, word relationship, and nuances in word meanings. LAFS.6.L.3.5, LAFS.6.L.3.6 • Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. LAFS.6.L.1.1 <ul style="list-style-type: none"> • Recognize variations from Standard English in their own and others’ writing and speaking and identify and use strategies to improve expression in conventional language. 	