

6th Grade

THIRD QUARTER LEARNING PRIORITIES

Common Core Sixth Grade Literacy Standards Emphasized

READING LITERATURE	READING INFORMATIONAL TEXT/NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.	2. Determine a 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.
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.	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).
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
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 .	4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings.
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 .	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas .
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
8. (Not applicable to literature)	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.
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.	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing: Argumentative (CPS Framework Specification)

CCSSW6.1. Write arguments to support claims with clear reasons and relevant evidence.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum that Support the Gradual Release of Responsibility

Comprehension and Collaboration

- **CCSS.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.
 - CCSS.ELA-Literacy.SL.6.1a** 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.
 - CCSS.ELA-Literacy.SL.6.1b** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - CCSS.ELA-Literacy.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.
 - CCSS.ELA-Literacy.SL.6.1d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.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.
 - **CCSS.ELA-Literacy.SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- CCSS.ELA-Literacy.SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 [here](#) for specific expectations.)

Sixth Grade: THIRD QUARTER Learning Priorities Weeks 21-22

	Week 21	Week 22
Reading Literature CCSSR9 Compare and contrast texts	<u>How do you read a story?</u> Compare two stories with same general message/theme. How does the writer accomplish purpose—not simply to entertain but what is the message the writer wants you to gain from the story or poem? How does the narrator’s point of view influence how the events are described? Which techniques to the writers use? How are the stories alike/different?	<u>How do you read a story?</u> Compare two stories with same general message/theme. How does the writer accomplish purpose—not simply to entertain but what is the message the writer wants you to gain from the story or poem? How does the narrator’s point of view influence how the events are described? Which techniques to the writers use? How are the stories alike/different?
Science How do you read nonfiction?	<u>How do you read nonfiction?</u> <i>Answer one big question with two texts. Use text features to locate information to respond to analytic questions. Then use text structure to summarize.</i>	<u>How do you read nonfiction?</u> <i>Answer one big question with two texts. Use text features to locate information to respond to analytic questions. Then use text structure to summarize.</i>
Social Science How do you read nonfiction?	<u>How do you read nonfiction?</u> <i>Use text features to locate information to respond to analytic questions. Then use text structure to summarize. Then answer one BIG question from two different texts.</i>	<i>Evaluate the strength of support for an author’s claim.</i>
Fluency Rate, comprehension, expression, diction	This week’s read-aloud:	This week’s read-aloud:
Word Knowledge CCSSRI.6.4 academic vocabulary	what words are important to interpreting stories	what words are important to interpreting stories
Writing argumentative	organize then write extended response	organize then write extended response
MATH Practice Standard 1: analyze problem, then solve it	This Week’s Focus: Math Journal Extended Response	This Week’s Focus: Math Journal Short Response

Sixth Grade: THIRD QUARTER Learning Priorities Weeks 23-24

	Week 23	Week 24
<u>Reading Literature</u> Comprehensive	<u>How do you read a story?</u> What are the elements of every story? How do genres differ? apply strategies to analyze two stories and draw conclusions: > Analyze author's purpose –it is MORE than entertain--and choices the writer makes to accomplish it—characters, events, narrator. > Analyze problem and solution > Infer feelings, traits, predictions, cause-effect relations. > Figure out the theme > Compare and contrast the stories	<u>How do you read a poem?</u> Analyze techniques the writer uses to communicate and strategies readers use to analyze and interpret the poem. Explain Metaphor, simile, other poet's techniques. Explain with examples how to Interpret author's choice of words, author's choice of examples—how they help create a mood Explain How the writer communicates an idea
<u>Science</u> How do you read nonfiction?	<u>How do you read nonfiction?</u> <i>Answer one big question with two texts.</i> <i>Use text features to locate information to respond to analytic questions.</i> <i>Then use text structure to summarize.</i>	<u>How do you read nonfiction?</u> <i>Answer one big question with two texts.</i> <i>Use text features to locate information to respond to analytic questions.</i> <i>Then use text structure to summarize.</i>
<u>Social Science</u> How do you read nonfiction?	<i>Evaluate the strength of support for an author's claim.</i>	<i>Evaluate the strength of support for an author's claim.</i>
<u>Fluency</u> Rate, comprehension, expression, diction	This week's read-aloud:	This week's read-aloud:
<u>Word Knowledge</u> CCSSRI.6.4 Context	what words are important to interpreting nonfiction?	what words are important to interpreting a poem?
<u>Writing</u> argumentative	organize then write extended response	organize then write extended response
<u>MATH</u> Practice Standard 1: analyze problem, then solve it	This Week's Focus: Math Journal Extended Response	This Week's Focus: Math Journal Short Response

Sixth Grade: THIRD QUARTER Learning Priorities 25-26

	Week 25	Week 26--ISAT
<u>Reading Literature</u> CCSSRL6.2 theme 6.5 analyze author's techniques	HOW DO YOU ANALYZE AUTHOR'S CHOICES? Analyze how an author develops a theme . <i>Infer author's purpose—development of the theme or lesson-- and analyze techniques author uses to achieve it—examples, tone, setting, characterization, figurative language</i>	Interpret inspiring poems.
<u>Science</u> 6.2 Summarize, main idea 6.5 analyze author's techniques, structure of text	Make nonfiction reader's guide— how do you... Identify central idea in nonfiction text and tell how the writer communicates it—what kinds of examples and other techniques does the writer use? How does the author use headings, visuals, other techniques ?	Explain how you learned a science topic and ideas about it by reading.
<u>Social Science</u> 6.2 Summarize, main idea 6.5 analyze author's techniques, structure of text	Make nonfiction reader's guide— how do you... Identify central idea in nonfiction text and tell how the writer communicates it—what kinds of examples and other techniques does the writer use? How does the author use headings, visuals, other techniques ?	Explain how you learned a social science topic and ideas about it by reading.
<u>Fluency</u> Rate, comprehension, expression, diction	This week's read-aloud	This week's read-aloud:
<u>Word Knowledge</u> CCSSRI.6.4 Structure and use; Context	What words are important to solving a math problem?	Words of hope!
<u>Writing</u> Argumentative	how do you write an extended response—students make guide	Write about a time when you overcome obstacles
<u>MATH</u> Practice Standard 1: analyze problem, then solve it	This Week's Focus: Math Journal Extended Response	This Week's Focus: Math Journal Short Response

Sixth Grade: THIRD QUARTER Learning Priorities Weeks 27-28

	Week 27	Week 28
<u>Reading Literature</u> CCSSRL.6.1 analyze, answer questions with evidence based on close reading 6.2 determine theme 6.3 analyze elements of fiction to identify theme 6.5 analyze author's techniques	Analyze questions, respond thoughtfully Write analytic questions: Compare, contrast , stated cause-effect —give to another student to answer with evidence. Write inferential questions: Predict, relationships, implied cause-effect , motive, character traits, main idea, theme Give to another student to answer—with evidence .	Infer the theme of a story. Identify the information that a writer uses to communicate an idea. Write challenging questions about the story. Give them to another student. That student should answer with evidence . Then evaluate those responses: are they correct; did the student support with evidence ?
<u>Science</u> CCSSRI.6.1 Read closely, analyze, answer with evidence	TOPIC AND BIG QUESTION: Write analytic questions about the topic. Exchange with another student. Answer with evidence , information or quotation from the text	TOPIC AND BIG QUESTION: Write analytic questions about the topic. Exchange with another student. Answer with evidence , information or quotation from the text
<u>Social Science</u> CCSSRI.6.1 Read closely, analyze, answer with evidence	TOPIC AND BIG QUESTION: Write analytic questions about the topic. Exchange with another student. Answer with evidence , information or quotation from the text.	TOPIC AND BIG QUESTION: <i>Read a primary source document— Explain its purpose and how you identified the purpose</i>
<u>Fluency</u> Rate, comprehension, expression, diction	This week's read-aloud:	This week's read-aloud:
<u>Word Knowledge</u> CCSSRI.6.4 Structure and use Infer from context	Use structure (prefix) to determine word meaning in text.	Use structure (root-prefix-suffix) to determine word meaning in text.
<u>Writing</u> argumentative	<i>Analyze a "mentor" text. Identify author's techniques used to communicate a position/claim. Then outline and write your own text incorporating those techniques.</i>	Write your text this week--with emphasis on focus support and transitions
<u>MATH</u> Practice Standard 1: analyze problem, then solve it	This Week's Focus: Math Journal Short Response	This Week's Focus: Math Journal Short Response

Sixth Grade: THIRD QUARTER Learning Priorities Week 29

	Week 29
<u>Reading Literature</u> CCSSRI.6.5 Analyze author's techniques to communicate theme (5.2)	Analyze an unfamiliar text: Author's purpose , message—moral or theme of the text--and how the author achieves it— techniques , characters, sequence of events, other elements the author uses to communicate effectively.
<u>Science</u> CCSSRI.6.2 Summarize, identify central idea CCSSRI.6.5 analyze author's techniques to communicate ideas	Write a report that explains an important concept you have learned by reading about one science topic. Cite evidence from texts you have read, including direct quotations.
<u>Social Science</u> CCSSRI.6.2 Summarize, identify central idea CCSSRI.6.5 analyze author's techniques to communicate ideas	Write a report that supports a claim about one social studies topic. Cite evidence from texts you have read, including direct quotations.
<u>Fluency</u> Rate, comprehension, expression, diction	Students read-aloud with increased fluency. Students explain how to adjust rate to maintain comprehension
<u>Word Knowledge</u> CCSSRI.6.4	Make a grammar guide—what I know about grammar—with examples. Then continue to add to it during fourth quarter.
<u>Writing</u> argumentative	Make guide to writing an argumentative text based on what you have learned, including examples. Emphasize focus and support and how to include citations from other sources.
<u>MATH</u> Practice Standard 1: analyze problem, then solve it	This Week's Focus: Math Journal Short Response <i>Math Digest: My own guide to the math I've learned this quarter</i>