

Subject	Sixth Grade Language Arts
Nine Week	First Nine Weeks: 8/8/16-10/7/16 Second Nine Weeks: 10/17/16-12/16/16
Standard	<ul style="list-style-type: none"> • RL.6.1. Cite textual evidence to support an 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.6.4. 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, and plot • RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. • Explain how an author’s geographic location or culture affects his or her perspective. • 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.6.9 Compare and contrast texts in different forms of genre • RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems • RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. <ul style="list-style-type: none"> ○ Self-select text to develop personal preferences. • Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. • 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

	<p>used in a text, including figurative, connotative, and technical meanings.</p> <ul style="list-style-type: none"> • RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the 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. • 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. <ul style="list-style-type: none"> ○ 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. ○ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate transitions to clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style. • 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
Objectives	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of literary text • I can determine a theme based on details in a literary text. • I can provide a summary of the text distinct from personal opinions or judgments. • I can describe how the plot evolves throughout a literary text.

	<ul style="list-style-type: none"> • I can describe how the characters change throughout a literary text. • I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. • I can analyze how an author’s word choice affects tone and meaning in a literary text. • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. • I can determine an author’s point of view or purpose in an informational text. • I can explain how an author’s point of view is conveyed in an informational text. • I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. • I can compare and contrast how different genres communicate the same theme or idea. • I can read grade-level literary texts proficiently and independently. • I can read above-grade literary texts with scaffolding and support. • I can analyze how key individuals, events, or ideas are developed throughout a text. • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <ul style="list-style-type: none"> ○ I can introduce the topic of my text. <p>a. I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect).</p> <ul style="list-style-type: none"> • I can include headings, graphics, and multimedia to help readers understand my ideas. • I can develop the topic with relevant facts, definitions, concrete details, and quotations. • I can use transitions to clarify relationships among my ideas. • I can use contextually specific language/vocabulary to inform or explain about a topic. • I can establish and maintain a formal style in my writing. • I can construct a concluding statement or section of an informative/explanatory text
Topics	Module 2A – <ul style="list-style-type: none"> • What are “rules to live by”?

	<ul style="list-style-type: none"> • How do people formulate and use “rules” to lead better lives? • How do people communicate these “rules” to others? • <i>People develop “rules to live by” through their own life experience.</i> • <i>These “rules to live by” are communicated through a variety of literary modes</i> <p>Module 3A –</p> <ul style="list-style-type: none"> • How does an author develop the narrator’s point of view and perspective? • How does an author’s culture affect his perspective, and how is that perspective communicated through his writing? • How does an author’s purpose affect the narrator’s point of view? • What is the purpose of a newspaper article? • <i>Understanding diverse points of view helps us to live in an increasingly diverse society.</i> • <i>Newspaper articles contain multiple perspectives of the same event in order to give the reader a sense of what an event was like for a lot of different people.</i> • <i>An author’s culture, background, and purpose can affect the narrator’s point of view.</i>
<p>Major Assignment/s</p>	<ul style="list-style-type: none"> • Unit 1: Analyzing Figurative Language, Word Choice, Structure and Meaning: Bud, Not Buddy and Steve Jobs’ Commencement Address • End of Unit 1: Analyzing the Barack Obama Back-to-School Speech (RI.6.2 and RI.6.5) • Unit 2: Analyzing Structure and Communicating Theme in Literature: “If” by Rudyard Kipling and Bud, Not Buddy • End of Unit 2: How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay (RL.6.1, RL.6.2, W.6.1, W.6.4, W.6.5, W.6.9, L.6.1, L.6.2) • Unit 3: Writing to Inform: “My Rule to Live By” • Mid-Unit 3: Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform (RI.6.1, RI.6.2, and SL.6.1) • End of Unit 3: Draft of Essay to Inform: “My Rule to Live By” (RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.9) • Final Performance Task: “My Rule to Live By” (RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2) • Unit 1: Narrator’s Point of View and Evidence of Author’s Perspective in <i>Dragonwings</i> • Mid-Unit 1 Assessment: Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i> (RL.6.4, RL.6.5, RL.6.6,

	<p>L.6.4a, W.6.11, W.6.11a, W.6.11b, W.6.11c)</p> <ul style="list-style-type: none"> • End of Unit 1 Assessment: Evidence of Author’s Perspective in <i>Dragonwings</i> • Unit 2: Comparing Varying Points of View of the Same Topic or Event • Mid-Unit 2 Assessment: Analyzing the Author’s Point of View: Relief Camps (RI.6.3, RI.6.6, RI.6.4, RL.6.11, RL.6.11a, RL.6.11b) • End of Unit 2 Assessment: Literary Analysis: How does Author’s Purpose Affect Point of View (W.6.2a, b, c, d, e, f, g, h, W.6.9, W.6.9a, L.6.2, L.6.2a, L6.2b)
<p>Instructional Materials</p>	<ul style="list-style-type: none"> • <i>Bud, Not Buddy</i> (book; one per student) • Photograph for The World of <i>Bud, Not Buddy</i> chart (see Teaching Note) • The World of <i>Bud, Not Buddy</i> chart (new; teacher-created, one per triad; see Teaching Note) • Word-catcher (one per student) • Steve Jobs’ 2005 commencement address at Stanford University • President Barack Obama’s Back-to-School Speech, • “If” by Rudyard Kipling, and informational research texts. • Evidence flags (one bag per student) • Tracking Bud’s Rules graphic organizer (one per student) • Exit Ticket: Who’s Bud? (one per student) • Lawrence Yep’s <i>Dragonwings</i> (870L), a high- interest novel about an eight-year-old boy from China who joins his father in San Francisco in the early 1900s. • Lawrence Yep’s biography <i>The Lost Garden</i> <p>Students also need the following:</p> <ul style="list-style-type: none"> • <i>3 ring binder for Language Arts with dividers</i> • <i>wide ruled notebook paper</i> • <i>one three subject notebook</i> • <i>flash drive</i> • <i>highlighters</i> • <i>blue or black pens</i> • <i>red pen</i> • <i>composition notebook</i> • <i>computer access</i>

Field Trip/s	Not applicable
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