## 6th Grade ELA Common Core Curriculum Guide

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<th>Topic</th>
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<tr>
<td><strong>Tier 2 and 3 Exemplars</strong></td>
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<tr>
<td><strong>How are you becoming your own thing?</strong></td>
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<td><strong>Can one person make a difference?</strong></td>
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<td><strong>Students branch out and enter the world.</strong></td>
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<td><strong>Suggested Themes</strong></td>
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<td><strong>6 weeks</strong></td>
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<td><strong>5 weeks</strong></td>
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<td><strong>RL.6.1.</strong></td>
<td>Introduce a topic for the intended audience; organize ideas, concepts, and information through selection, organization, and analysis of relevant content, ideas, examples, and information.</td>
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<td><strong>RL.6.6.</strong></td>
<td>Introduce a topic; develop the ideas related to the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
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<td><strong>RI.6.4.</strong></td>
<td>Determine the meaning of a word or phrase in a text that reflects its exact meaning (e.g., “integrity,” “strategy”) or determine the meaning of a word or phrase in a text in which it may be ambiguous (e.g., “miserable”).</td>
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<td><strong>RL.6.3.</strong></td>
<td>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).</td>
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<td><strong>E06.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an introduction, body, and conclusion.</strong></td>
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<tr>
<td><strong>E06.C.1.2.1 Introduce a topic for the intended audience; organize ideas, concepts, and information through selection, organization, and analysis of relevant content, ideas, examples, and information.</strong></td>
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<tr>
<td><strong>E06.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</strong></td>
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<td><strong>E06.C.1.2.6 Provide a concluding section that follows from the evidence presented and evidence compiled.</strong></td>
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<td><strong>E06.C.1.2.5 Establish and maintain a formal style.</strong></td>
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<td><strong>E06.C.1.2.4 Organize ideas and information using strategies such as definition, classification, comparison/contrast, and temporal order (e.g., “first,” “second,” “finally”).</strong></td>
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<td><strong>E06.C.1.2.3 Support analysis of a topic or issue to convey sequence and signal shifts from one time frame or setting to another.</strong></td>
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<td><strong>E06.C.1.2.7 Use a variety of transition words, phrases, and clauses (e.g., therefore, meanwhile, in addition) to link ideas or signals shifts from one idea to another.</strong></td>
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<td><strong>E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subject-verb, object-verb, possessive or collective).</strong></td>
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<td><strong>E06.A-C.3.1.1 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 the subject, their style, or the techniques the authors use to introduce and develop information.</strong></td>
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<td><strong>E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed in the text; explain how an author develops the point of view and introducing a narrator and/or characters; organize an introduction, body, and conclusion.</strong></td>
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<td><strong>E06.A-C.3.2.1 Reference relevant sources of information (e.g., statistics, facts, definitions, concrete details, quotations, or other information and examples) to support claims and convey sequence and signal shifts from one time frame or setting to another.</strong></td>
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### Book Selections

- **The Lost City**
- **A Single Shard**
- **Ta-Na-E-Ka**
- **Leonardo's Horse**
- **Basal Selections:**
  - **Far Side of the Mountain**
  - **My Side of the Mountain**
  - **Stargirl**
  - **Watsons Go to Birmingham**
  - **Twenty and Ten**
  - **Al Capone Does My Shirts**
  - **Breaking Through**
  - **Building Green**
  - **The Great Serum Race**
  - **Interrupted Journey**
  - **The Giver**
  - **Mrs. Frisby & the Rats of Nimh**
  - **Twenty and Ten**

### Online Resources

- **Analyzing Point of View**
- **Comparing online text to printed text**
- **Building Vocabulary**
- **Example of Literary Skill**
- **Assessments**
Communicating Matters

Are your communication skills effective? Are you able to convey your ideas clearly and persuasively? Can you adapt your communication style to different audiences and situations?

Conflicting Views

Is there a difference between being right and being correct? How can you determine the truth when presented with conflicting viewpoints?

Literacy Standards

6th Grade ELA Common Core Curriculum Guide

RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at a text complexity level of at least 6.0 on the Flesch-Kincaid scale.

RL.6.7. Use precise language and domain-specific vocabulary to inform about or explain the topic.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use appropriate eye contact, adequate volume, and clear pronunciation.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

E06.E.1.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, or chapter, or section fits into the overall structure of a text and contributes to the development of the main idea through elaborating on or highlighting it.

E06.C.1.1.4 Provide a concluding section that reinforces the claims and evidence presented through language, including figurative language and connotations.

E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

E06.D.1.2.2 Spell correctly.

E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, or chapter, or section fits into the overall structure of a text and contributes to the development of the main idea through elaborating on or highlighting it.

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E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

E06.D.1.2.2 Spell correctly.

Suggested Readings for 6th Grade:

- Lost City
- The Giver
- Watsons go to Birmingham
- The Railway Train
- My Side of the Mountain
- Number the Stars
- The People Could Fly
- Rumpelstiltskin's Daughter
- War Horse
- "O Captain! My Captain!"
- "The Railway Train" by Emily Dickinson
- "Oranges" by Nikki Giovanni (Poetry)
- Major Taylor
- Douglass an American Slave
- "The People Could Fly" by Harry Belafonte
- "O Captain! My Captain!" by Walt Whitman
- "The People Could Fly," by John A. Williams
- "The Railway Train" by Emily Dickinson
- "Oranges" by Nikki Giovanni (Poetry)
- "O Captain! My Captain!" by Walt Whitman

Adapt for 6th grade:

- The Great Gatsby
- The Catcher in the Rye
- To Kill a Mockingbird
- Romeo and Juliet
- Macbeth
- Hamlet
- "The Great Gatsby" by F. Scott Fitzgerald
- "To Kill a Mockingbird" by Harper Lee
- "Romeo and Juliet" by William Shakespeare
- "Hamlet" by William Shakespeare

Resources:

http://www.readwritethink.org/resources/interactives/cube_creator.html?
http://www.readwritethink.org/resources/interactives/cube_creator.html?tab=5#tabs
http://www.readwritethink.org/resources/interactives/dinner_menu.html
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Core Curriculum Standards

6th Grade Language Arts (LA) Common Core Standards

E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, or chapter, or section fits into the overall structure of a text and contributes to the development of the main idea through elaborating on or highlighting it.

E06.C.1.1.4 Provide a concluding section that reinforces the claims and evidence presented through language, including figurative language and connotations.

E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

E06.D.1.2.2 Spell correctly.

Intermediate Unit

Diagnostic if applicable

Benchmark and/or Diagnostic if applicable

Formative