Campbell County Schools
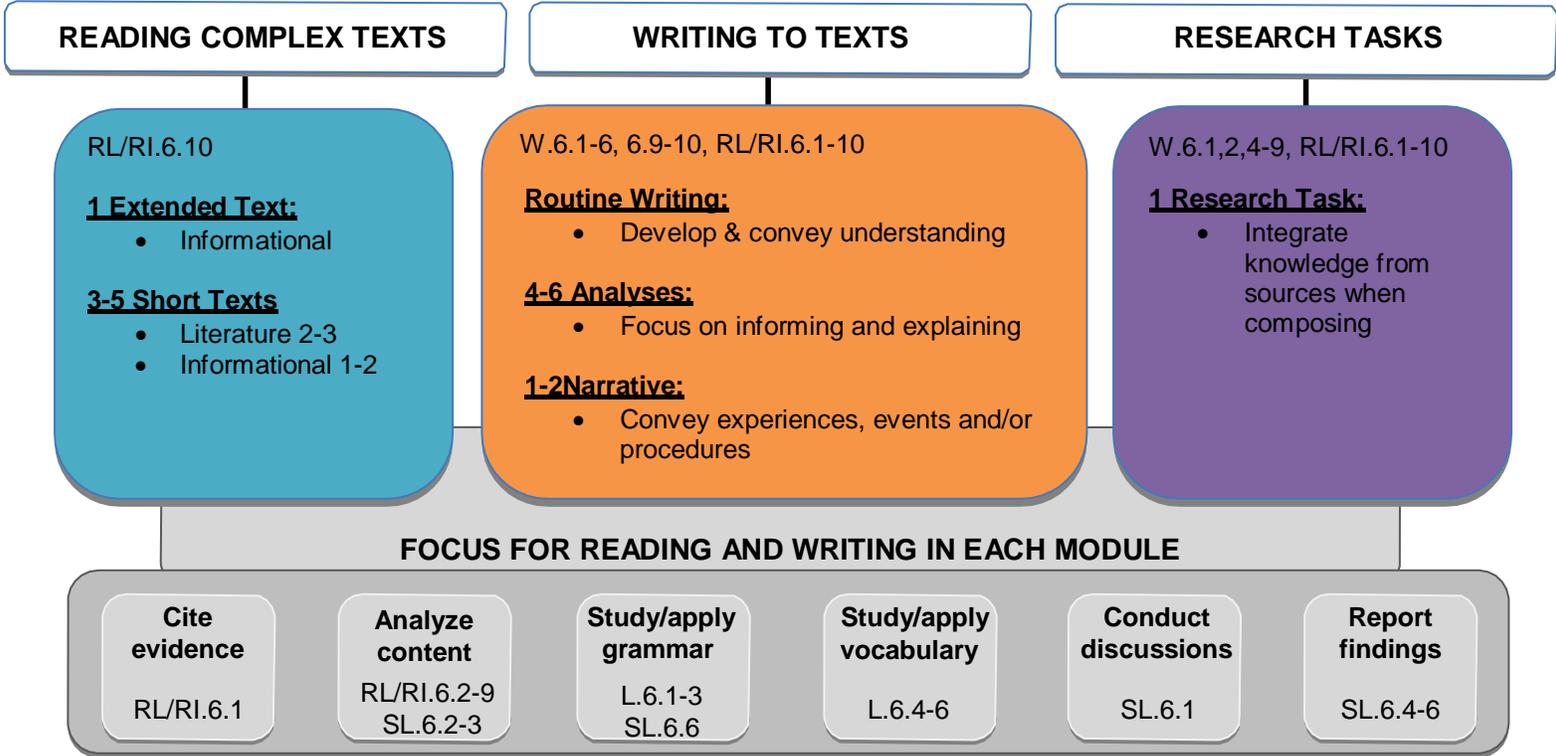## 6th Grade ELA
2nd Nine Weeks at-a-Glance

READING COMPLEX TEXTS	WRITING TO TEXTS	RESEARCH TASKS

RL/RI.6.10

1 Extended Text:
- Informational

3-5 Short Texts
- Literature 2-3
- Informational 1-2

W.6.1-6, 6.9-10, RL/RI.6.1-10

Routine Writing:
- Develop & convey understanding

4-6 Analyses:
- Focus on informing and explaining

1-2 Narrative:
- Convey experiences, events and/or procedures

W.6.1,2,4-9, RL/RI.6.1-10

1 Research Task:
- Integrate knowledge from sources when composing

FOCUS FOR READING AND WRITING IN EACH MODULE

Cite evidence	Analyze content	Study/apply grammar	Study/apply vocabulary	Conduct discussions	Report findings
RL/RI.6.1	RL/RI.6.2-9 SL.6.2-3	L.6.1-3 SL.6.6	L.6.4-6	SL.6.1	SL.6.4-6

*Reading Complex Texts, Writing to Texts and Research Tasks are interrelated. It is suggested that each of these sections not be taught in isolation, but rather connected by text, theme, topic, etc.

Suggested Grade-Appropriate Complex Texts

Extended	Short
Informational: • *Chasing Lincoln's Killer*	*Literature:* • Tuesday of the Other June • The Jacket • The Village Blacksmith • I'm Nobody! *Informational:* • The Problem With Bullies

Writing to Texts

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.
Click here for a deeper explanation of routine, analytical and narrative writing.

Writing Workshop
- Explanatory Writing
    - The book *Chasing Lincoln's Killer* explains that Booth felt exhilarated after executing his presidential assassination plan. It also states that John Wilkes Booth was a "Thrill seeker" and exercised his flair for the theater whenever possible. Explain how these character traits played a role in Booth's actions before, during, and after shooting President Lincoln. Site evidence from the text to justify your explanation.

- In Science class, you have had lessons on the six simple machines: lever, pulley, wheel and axle, wedge, inclined plane, and spiral incline plane. Select one machine and clearly explain to a *student* how it works.
    - *How to Build a Bat House*

- *New 2013-2014 TN Writing Rubrics:*
    - Informational/Explanatory
    - Opinion/Argument

Research

This module includes the opportunity for students to produce **one extended research task** *that uses research to address a significant topic, problem, or issue*. This entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question *drawn from one or more texts from the module*.

Students are expected at this stage to:
assess the credibility of each source, effectively and accurately quote or paraphrase sources, and include basic bibliographic information in their research.

Students can present their findings:
in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally.
(Research aligned with the standards could take one to two weeks of instruction.)

Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.
*W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Technology Expectations – Course Duration

The following standards explain Common Core expectations for the use of technology in the research, production, and distribution of content.

- 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.
- 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.6.2a 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.
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.8 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.
- 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.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

RL – Reading Literature

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.4 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.
- RL.6.9 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.

RI – Reading Informational Text

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 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.
- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5 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.

W - Writing

- 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.
  - W.6.2a 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.
  - W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
  - W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - W.6.2e Establish and maintain a formal style.
  - W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.
- 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 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6).
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8 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.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - W.6.9a Apply *grade 6 Reading standards* to literature (e.g., "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").
- W.6.10 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.

SL – Speaking & Listening

- 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.
  - o 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.
  - o SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 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.)

L - Language

- L.6.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.6.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - o L.6.4a 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.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - o L.6.5a Interpret figures of speech (e.g., personification) in context.
  - o L.6.5b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).