

**Campbell County Schools**  
**6<sup>th</sup> Grade ELA**  
**3<sup>rd</sup> Nine Weeks at-a-Glance**

**READING COMPLEX TEXTS**

**WRITING TO TEXTS**

**RESEARCH TASKS**

RL/RI.6.10

**1 Extended Text:**

- Literature

**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**

RL/RI.6.1

**Analyze content**

RL/RI.6.2-9  
SL.6.2-3

**Study/apply grammar**

L.6.1-3  
SL.6.6

**Study/apply vocabulary**

L.6.4-6

**Conduct discussions**

SL.6.1

**Report findings**

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
<p><i>Literature:</i></p> <ul style="list-style-type: none"> <li><i>Tuck Everlasting</i></li> </ul>	<p><i>Literature:</i></p> <ul style="list-style-type: none"> <li>Arachne</li> <li>The Cheenoo</li> <li>The Twelfth Song of Thunder- <a href="http://www.eduplace.com">Eduplace.com</a></li> <li>Aesop's Fables- <a href="http://www.aesopfables.com">http://www.aesopfables.com</a></li> </ul> <p><i>Informational:</i></p> <ul style="list-style-type: none"> <li>Spider Webs Online</li> </ul>

**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
  - After researching the origin of various Greek and Roman myths, explain why mythology held such importance in the lives of ancient Greeks and Romans.

- *Red Scarf Girl*
  - Research the Cultural Revolution and explain what cultural rights and freedoms Ji-li Jaing and her family lost/changed.
- After reading *Tuck Everlasting*, explain if you would drink the water? Why or why not? Base your writing on evidence from the novel.
- *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.6.3](#) 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, or plot.
- [RL.6.6](#) Explain how an author develops the point of view of the narrator or speaker in a text.
- [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 – 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.6.3](#) 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 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.
- [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.
- [RI.6.8](#)
- [RI.6.9](#) 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).

## 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.6.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- [W.6.3a](#) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- [W.6.3b](#) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- [W.6.3c](#) Use a variety of transition words, phrases, and clauses to convey sequence and signal

shifts from one time frame or setting to another.

- [W.6.3d](#) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- [W.6.3e](#) Provide a conclusion that follows from the narrated experiences or events.
- [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.6.7](#) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- [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.6.5](#) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

## L - Language

- [L.6.2](#) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- [L.6.3a](#) Vary sentence patterns for meaning, reader/listener interest, and style.\*
- [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.
- [L.6.4a](#)
- [L.6.4b](#) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- [L.6.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [L.6.5b](#) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.