

**Campbell County
6th Grade ELA
4th 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 arguments

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"> • Professional Choice: chosen from required Reading List or Grade level Common Core Exemplars of Reading (Appendix B) 	<p><i>Literature:</i></p> <ul style="list-style-type: none"> • Who Are You? • Appollo's Tree: The Story of Daphne and Appollo • All Summer in a Day <p><i>Informational:</i></p> <ul style="list-style-type: none"> • Super Croc • Brain Breeze • Media Study: Persuasive Techniques in Commercials

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

- Argumentative Writing
 - iTunes vs. Limewire (or any free music download website) – Why should you have to pay for songs when you can download them for free? Research the differences between iTunes and Limewire and argue your point. You must persuade the reader to understand your perspective using relevant and valid point.

- Does participation in team sports help to develop good character? Why or why not? Research this topic and write a response based on your findings.
 - The makers of your favorite candy bar are considering discontinuing the candy bar product. Write a letter to the company to persuade them to continue to make the candy bar. Include relevant and valid points to support your opinion.
- *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.6.2](#) 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.6.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI – Reading Informational Text

- [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.6.7](#) 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 - 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.6.9b](#) Apply *grade 6 Reading standards* to literary nonfiction (e.g., “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”).
- [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.
 - [SL.6.1d](#) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- [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.6.4](#) 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.

L - Language

- [L.6.3a](#) Vary sentence patterns for meaning, reader/listener interest, and style.*
- [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.6.4c](#) 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.