


## Sixth Grade ELA Curriculum Bundle # 1

<b>Title</b>		<b>Suggested Dates</b>
<i>Literary Fiction-Frameworks of Literature</i>		August 25-September 11 (13 instructional days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
A good story has a pattern or a plan.	<p>How can I tell what type of text is this?</p> <p>What are the characteristics of different literary structures?</p> <p>What are the similarities and differences between fiction and nonfiction?</p> <p>What do speakers do to help their listeners understand what they are saying?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Reading:</b>		
<p><b>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 6.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p><b>Prefixes</b></p> <ul style="list-style-type: none"> <li>• Com-</li> <li>• Con-</li> </ul> <p><b>Latin Roots</b></p> <ul style="list-style-type: none"> <li>• Script</li> <li>• Scribe</li> </ul> <p><b>Note: TAKS-6.6D</b> Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre-, un-(4-8).</p>	<p><a href="#">Word Central</a></p> <p>Brain Pop – English (Roots, Prefixes, Suffixes)</p> <p>Brain Pop – Social Studies, World History (Greek Gods &amp; Goddesses)</p> <p>Brain Pop – English (Etymology)</p> <p><b>AP/GT:</b></p> <p><b>ELL:</b> <a href="#">Prefixes, suffixes, roots</a> <a href="#">Prefix Lesson</a></p>
<p><b>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 6.2B use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p>	<p><b>Compare / contrast</b></p> <p><b>Multiple-meaning Words</b></p> <p>Uses background knowledge</p> <p>Reads beyond the sentence level to gain context clues</p> <p>Identifies familiar word parts</p> <p>Substitutes words or phrases of similar meaning to ensure the message is maintained (all of the answer choices fit based upon part of speech, but students will need to consider the overall meaning of the passage at the sentence, paragraph, and passage level)</p>	<p>PH Literature – p TX 4, TX 10, 4, 11, 33, 44, 101, 163, 174</p> <p><b>AVID: Write Path Student Guide</b> pp. 22-23 (online--intranet--resources follow this path: intranet/Curriculum &amp; Instruction/AVID Resources) ; <b>Write Path Teacher Guide</b> pp. 32-33</p>

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	<p><b>Note: TAKS-6.9B</b> Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).</p> <p><b>Note: TAKS 6.9F</b> Distinguish denotative and connotative meanings (6-8).</p> <p><b>TAKS Note:</b> Many questions on TAKS are asked, “Which words help the reader know the meaning of the word....”</p>	
<p><b>6.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b></p> <p>6.3A infer the implicit theme of a work of fiction, distinguishing theme from the topic;</p>	<p>Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.]</p> <ul style="list-style-type: none"> <li>• Topic is the dominant ideas in a story or novel.</li> <li>• Theme is the author’s message to the reader.</li> </ul> <p><b>Note: TAKS-6.10H</b> Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p> <p><b>Note: TAKS-6.11C</b> Support responses by referring to relevant aspects of text and his/her own experiences</p>	<p>LTF – The Three Levels of Reading, p 84</p>
<p><b>6.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b></p> <p>6.3C compare and contrast the historical and cultural settings of two literary works.</p> <p><b>Teacher Note:</b> Focus on nonfiction and fiction texts</p>	<p>Literary Genres and their features</p> <p>Draw and support conclusions about setting with and without text evidence:</p> <ul style="list-style-type: none"> <li>• How does setting affect text’s meaning</li> <li>• How do settings of different texts differ?</li> <li>• How are settings of different texts similar?</li> </ul> <p><b>Note: TAKS-6.10H and TAKS-6.11C (see 6.3A)</b></p> <p><b>TAKS Note: On TAKS, a student is restricted to text evidence alone to support the conclusion.</b></p>	<p><a href="#">Reading Survey</a></p>
<p><b>6.6 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b></p> <p>6.6A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;</p> <p><b>Teacher Note:</b> Focus on plot structure in nonfiction and fiction texts.</p>	<p><b>Recognizes Plot</b> as the careful arrangement by an author of incidents in a narrative to achieve a desired effect.</p> <p><b>Analyzes Plot Elements (when they are used and for what purpose) Including:</b></p> <ul style="list-style-type: none"> <li>• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)</li> <li>• Narrative hook (inciting incident; introduction of the conflict or the story problem)</li> <li>• Rising Action (events leading up to climax)</li> <li>• Climax (highest point of interest or the turning point or the point at which the story problem is solved or</li> </ul>	<p>LTF – Peeling Back the Layers- Where the Red Fern Grows, p 160</p> <p><a href="#">Story Literacy Elements - What every good story must have (6-12, nebo)</a></p>

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	<p style="text-align: center;">the conflict resolved)</p> <ul style="list-style-type: none"> <li>• Falling Action (leading down to the resolution of the story problem/line)</li> <li>• Resolution (conclusion or end)</li> </ul> <p><b>Analyze plot structure in order to determine:</b></p> <ul style="list-style-type: none"> <li>• how the author builds suspense</li> <li>• the story problem and when it begins</li> <li>• how the author develops (the plot) of the passage</li> <li>• how the point of view influences the reader’s understanding of a character</li> <li>• the cause of the conflict(s)</li> </ul> <p><b>Recognizes the Purpose/Significance of Setting</b></p> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> <li>• to establish or develop unique conflicts and/or resolution of conflicts</li> <li>• to contribute to the mood or atmosphere of a work</li> <li>• to influence the reader’s perceptions/reactions of events/characters</li> </ul> <p><b>Note: TAKS-6.10H and TAKS-6.11C (see 6.3A)</b>  <b>Note: TAKS-6.12G</b> Recognize and analyze story plot, setting, and problem resolution (4-8).  <b>Note: TAKS-6.10H and TAKS-6.11C (see 6.3A)</b>  <b>Note: TAKS-6.11D</b> Connect, compare, and contrast ideas, themes, and issues across text (4-8).  <b>TAKS Note:</b> On TAKS, a student is restricted to text evidence alone to support the conclusion.</p>	
<b>Writing:</b>		
<p><b>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>6.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p><b>Teacher Note:</b> Brainstorm ideas for and plan informal letter. <b>(6.17B)</b></p> <p><b>Note: TAKS-7.15F</b> Choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions</p>	
<p><b>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>6.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized,</p>	<p><b>Teacher Note:</b> Draft informal letter. <b>(6.17B)</b></p> <p><b>Note: TAKS-7.15H</b> Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).</p>	

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and coherent piece of writing;		
<b>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	<b>Teacher Note:</b> Revise informal letter. <b>(6.17B)</b>  <b>Note: TAKS-7.15E</b> Select and use voice and style appropriate to audience and purpose (6-8). <b>Note: TAKS-7.18C</b> Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text. <b>Note: TAKS-7.18D</b> Revise drafts for coherence, progression, and logical support of ideas (4-8).	
<b>6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b> 6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	Letter prompt tie-in with <b>Capturing Kids' Hearts:</b> Write to describe health ways of showing respect to self, friends, family or ways to let others know you understand their feelings; also healthy ways to handle disrespectful behavior such as mediation. <b>Note: TAKS-7.15C</b> Write to inform such as to explain, describe, report, and narrate.	<b>Capturing Kids' Hearts Manual</b> Brain Pop – English (Business Letter) <a href="#">Organizational Structures Common to Expository Text</a>
<b>Oral and Written Conventions:</b>		
<b>6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b> 6.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 6.19A(ii) non-count nouns (e.g., rice, paper);		<a href="#">Non Count Nouns</a> <a href="#">Non-Count Noun Information</a> <a href="#">Count Vs Non Count Nouns</a>
<b>Listening and Speaking:</b>		
<b>6.26 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b> 6.26A listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	<b>Capturing Kids' Hearts Connection</b>	<b>Capturing Kids Hearts Manual:</b> X-PLORE p 42  <a href="#">Listening Log</a>  <b>AVID: Write Path Student Guide</b> p. 146 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; <b>Write Path Teacher Guide</b> pp. 224-225
<b>6.26 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>		Brain Pop – English (Public Speaking)

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6.26B follow and give oral instructions that include multiple action steps; and		
<b>6.27 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</b> 6.27 Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.		PH Literature, p 621
<b>6.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b> 6.28 Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	<b>Capturing Kids' Hearts Connection</b>	<b>Capturing Kids Hearts Manual:</b> Social Contract pp 3, 26-32 X-PLORE p 42 PH Literature, p 387, 411, 447, 533, 663
<b>Health 6.10 Personal / Interpersonal Skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others.</b> 6.10A demonstrate ways to communicate empathy to others and have consideration for others	<b>Capturing Kids' Hearts Connection</b>	<b>Capturing Kids Hearts Manual:</b> Reframing p 47  <a href="#">Empathetic Listening</a>
<b>Health 6.10 Personal / Interpersonal Skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others.</b> 6.10B assess healthy ways of responding to disrespectful behaviors such as mediation	<b>Capturing Kids' Hearts Connection</b>	<b>Capturing Kids Hearts Manual:</b> Social Contract pp 3, 26-32  PH Literature, p 171 <a href="#">You've Got A Friend Performance</a>
<b>Figure: 19 TAC §110.17(b)</b> <b>Sixth Grade (§110.18 English Language Arts and Reading)</b>		
<b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:		
<p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p>		

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(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.