

Sixth Grade ELA Curriculum Bundle # 2

Title	Suggested Dates
<i>Personal Narrative</i>	September 14-October 2 (13 instructional days)



Big Idea/Enduring Understanding	Guiding Questions
Life shapes narrative and narrative shapes life.	<p>How does writing a personal narrative help me express myself?</p> <p>How does nonfiction reveal universal truths about life?</p> <p>How do you account for the many genres in memoirs, e.g., songs, graphic novels, letters, comedy, journals, diaries, etc.?</p> <p>How do writers use technology to more effectively communicate their thoughts?</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)
Reading:		
<p>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>6.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>Prefixes:</p> <ul style="list-style-type: none"> • re- • non- <p>Suffixes:</p> <ul style="list-style-type: none"> • -less • -ness <p>Note: TAKS-6.6D 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>	Brain Pop – English (Prefixes, Root Words, Suffixes)
<p>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:</p> <p>6.3C compare and contrast the historical and cultural settings of two literary works.</p>	<p>Recognizes the Purpose/Significance of Setting</p> <ul style="list-style-type: none"> • to establish or develop a unique plot line • to establish or develop unique conflicts and/or resolution of conflicts • to contribute to the mood or atmosphere of a work • to influence the reader’s perceptions/reactions of events/characters <p>Note: TAKS-6.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p> <p>Note: TAKS-6.11C Support responses by referring to</p>	PH Literature, p 97, 282, 287, 291, 304

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	relevant aspects of text and his/her own experiences TAKS Note: On TAKS, a student is restricted to text evidence alone to support the conclusion.	
6.7 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. 6.7 Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	Memoir: History or record composed from personal observation and experience. As a literary genre, a memoir (from the Latin memoria, meaning "memory") forms a subclass of autobiography. Note: TAKS-6.10H and TAKS-6.11C (see 6.3A)	Personal Narrative Examples Brain Pop – Social Studies (Anne Frank) United Streaming – Anne Frank
Writing:		
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: 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;	Teacher Note: Personal Narrative Note: TAKS-7.15F Choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions	PH Literature, p 52 - 53
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: 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, and coherent piece of writing;	Teacher Note: Personal Narrative Note: TAKS-7.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	PH Literature, p 54
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: 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;	Teacher Note: Personal Narrative Note: TAKS-7.15E Select and use voice and style appropriate to audience and purpose (6-8). TAKS-7.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text. TAKS-7.18D Revise drafts for coherence, progression, and logical support of ideas (4-8).	
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: 6.14D edit drafts for grammar, mechanics, and spelling; and	Teacher Note: Personal Narrative Note: TAKS-7.15F Spell accurately in final drafts TAKS-7.18E Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8). Teacher Note: Personal Narrative	

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<p>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: 6.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Teacher Note: Personal Narrative</p> <p>TAKS-7.18H Proofread his/her own writing and that of others (4-8).</p>	
<p>6.16 Writing. Students write about their own experiences. 6.16 Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p>		<p>Tips for Writing a Personal Narrative AVID: Write Path Student Guide p. 46 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; Write Path Teacher Guide pp. 177-178</p>
<p>Oral and Written Conventions:</p>		
<p>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: 6.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 6.19A(i) verbs (irregular verbs and active and passive voice);</p>	<p>Note: TAKS-7.17F Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8).</p>	
<p>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: 6.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 6.19A(iii) predicate adjectives (She is <i>intelligent</i>.) and their comparative and superlative forms (e.g., many, more, most);</p>	<p>Note: TAKS-7.17D Use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8).</p>	
<p>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: 6.19B differentiate between the active and passive voice and know how to use them both; and</p>	<p>Examples: Active: I bought the juice to serve with breakfast Passive: The juice was bought to be served with breakfast. Note: TAKS-7.17A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.</p>	
<p>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: 6.19C use complete simple and compound sentences with correct subject-verb agreement.</p>		<p>Brain Pop – English (Clauses) Brain Pop – English (Semicolon)</p> <p>The Simpsons Teach Sentences</p>

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<p>6.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: 6.20B recognize and use punctuation marks including: 6.20B(i) commas in compound sentences;</p>	<p>Example: Max maintained that the database needed restructuring, but Laura disagreed. Note: TAKS-7.16B Capitalize and punctuate correctly TAKS-7.17A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.</p>	
<p>6.21 oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 6.21B use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p>	<p>Note: TAKS-7.16E Use resources to find correct spellings (4-8). Note: TAKS-7.16C Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns Note: TAKS-6.16D Write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able, or -less, and prefixes such as re- or un-(4-6).</p>	
<p>6.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 6.21C know how to use the spell-check function in word processing while understanding its limitations.</p>	<p>Suggestion: Address by word processing letter from bundle 1 or Personal Narrative from this bundle. If this is not possible due to scheduling conflicts, address these TEKS with the first paper that the students word process.</p>	
<p>Technology TA 1 Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to: 1B compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices; 1C demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency; 1E use technology terminology appropriate to the task; 1F perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;</p>	<p>Suggestion: Address by word processing letter from bundle 1 or Personal Narrative from this bundle. If this is not possible due to scheduling conflicts, address these TEKS with the first paper that the students word process.</p>	
<p>Technology TA 2 Foundations. The student uses data input skills appropriate to the task. The student is expected to: 2B demonstrate keyboarding proficiency in technique and posture while building speed; 2C use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; and</p>	<p>Suggestion: Address by word processing letter from bundle 1 or Personal Narrative from this bundle. If this is not possible due to scheduling conflicts, address these TEKS with the first paper that the students word process.</p>	

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<p>Technology TA 7 Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to: 7A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;</p>	<p>Suggestion: Address by word processing letter from bundle 1 or Personal Narrative from this bundle. If this is not possible due to scheduling conflicts, address these TEKS with the first paper that the students word process.</p>	
<p>Technology TA 11 Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to: 11A publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;</p>	<p>Suggestion: Address by word processing letter from bundle 1 or Personal Narrative from this bundle. If this is not possible due to scheduling conflicts, address these TEKS with the first paper that the students word process.</p>	

Research:

<p>6.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: 6.23C record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p>		<p>Inspiration</p>
<p>6.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: 6.23E Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>		<p>Brain Pop – English (Citing Sources), (Paraphrasing)</p>

Figure: 19 TAC §110.17(b)
Sixth Grade (§110.18 English Language Arts and Reading)

<p>Reading/Comprehension Skills. 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> <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.