


Sixth Grade ELA Curriculum Bundle # 3

Title		Suggested Dates
<i>Deepening Personal Narrative</i>		Oct. 5 – Oct. 23 (14 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Life shapes narrative and narrative shapes life.	<p>What techniques do writers use to paint word pictures?</p> <p>What strategies do efficient readers use to figure out unknown words while they are reading?</p> <p>In your writing, what conventions of language help make your communication clear?</p> <p>How do good writers transition from one thought to the next?</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: 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"> • Pre- • In- <p>Suffixes</p> <ul style="list-style-type: none"> • -ance • -ence • -ancy <p>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</p>	<p>PH Literature, p 628 PH Literature, p 388, 394, 504, 514 Fish Tanks – prefix, root word, suffix game -ance worksheet</p>
<p>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 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>Commonly confused Words:</p> <ul style="list-style-type: none"> • Accept / Except • Its / It's <p>Multiple-meaning Words</p> <ul style="list-style-type: none"> • Uses background knowledge • Reads beyond the sentence level to gain context clues • Identifies familiar word parts • 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 	<p>PH Literature, Glossary</p> <p>AVID: Write Path Student Guide pp. 22-23 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; Write Path Teacher Guide pp. 32-33</p>

Sixth Grade ELA Curriculum Bundle # 3

	<p>will need to consider the overall meaning of the passage at the sentence, paragraph, and passage level)</p> <p>Note: TAKS-6.9B Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).</p> <p>TAKS 6.9F Distinguish denotative and connotative meanings (6-8).</p> <p>TAKS Note: Many questions on TAKS are asked, “Which words help the reader know the meaning of the word....”</p>	
Writing:		
<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:</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>Teacher Note: Brainstorm ideas for and plan story. (6.15A)</p> <p>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</p>	
<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:</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, and coherent piece of writing;</p>	<p>Teacher Note: Draft story. (6.15A)</p> <p>Note: TAKS-7.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).</p>	
<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:</p> <p>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;</p>	<p>Teacher Note: Revise story. (6.15A)</p> <p>Note: TAKS-7.15E Select and use voice and style appropriate to audience and purpose (6-8).</p> <p>Note: TAKS-7.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p>Note: TAKS-7.18D Revise drafts for coherence, progression, and logical support of ideas (4-8).</p>	
<p>6.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>6.15A write imaginative stories that include:</p> <p>6.15A(i) a clearly defined focus, plot, and point of view;</p>	<p>Note: TAKS-7.15A Write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).</p>	<p>LTF – Introductions and Conclusions, p 344</p> <p>AVID: Write Path Teacher Guide pp. 179 & 180</p>

Sixth Grade ELA Curriculum Bundle # 3

<p>6.15A ... write imaginative stories that include: 6.15A(ii) a specific, believable setting created through the use of sensory details; and</p>	<p>Note: TAKS-7.15A (See 6.15A(i))</p>	<p>LTF – Sensory Appeal, p 104</p>
<p>6.15A ... write imaginative stories that include: 6.15A(iii) dialogue that develops the story; and</p>	<p>Note: TAKS 7.15G Use literary devices effectively such as suspense, dialogue, and figurative language. Note: TAKS-7.15A (See 6.15A(i))</p>	<p>Collaborating to Write Dialogue Cartoon Dialogues</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(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);</p>		<p>AP/GT: Conjunctive Adverbs</p>
<p>6.19A ... use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 6.19A(vi) indefinite pronouns (e.g., all, both, nothing, anything);</p>	<p>Note: TAKS-7.17H Write with increasing accuracy when using pronoun case such as "<u>She</u> had the party for <u>both of them</u>."(6-8).</p>	<p>Indefinite Pronouns</p>
<p>6.19A ... use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 6.19A(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);</p>		<p>Transition Words</p>
<p>Listening and Speaking</p>		
<p>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: 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;</p>		<p>Peer Read-Aloud Listening Log</p>

Sixth Grade ELA Curriculum Bundle # 3

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

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:

- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
- (B) ask literal, interpretive, evaluative, and universal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (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.