


## Sixth Grade ELA Curriculum Bundle # 4

<b>Title</b>		<b>Suggested Dates</b>
<i>Literary Nonfiction Tools</i>		Oct. 26 – Nov. 13 (14 Instructional days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Nonfiction writing exposes facts and details as the writer understands them.	<p>What strategies do good readers use to help them make inferences and draw conclusions?</p> <p>What features of the text help readers understand nonfiction literature?</p> <p>How do I decide what information to include in a summary?</p> <p>How can I tell if a clause is a sentence or not?</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>Prefix</b></p> <ul style="list-style-type: none"> <li>• Trans-</li> </ul> <p><b>Latin Root</b></p> <ul style="list-style-type: none"> <li>• tract</li> </ul> <p><b>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><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>Commonly Confused Words</b></p> <p>Advice / Advise</p> <p>Affect / Effect</p> <p><b>Multiple-meaning Words</b></p> <ul style="list-style-type: none"> <li>• Uses background knowledge</li> <li>• Reads beyond the sentence level to gain context clues</li> <li>• Identifies familiar word parts</li> <li>• 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)</li> </ul>	<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>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>6.9 Reading/ Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b></p> <p>6.9 Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.</p>	<p><b>TAKS Note:</b> All of the released test items assess the writer's motive/intent for writing a text. The items available for analysis generally ask, "Why did the author write the passage?" The student is then expected to find text evidence of the writer's purpose.</p> <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-6.10I</b> Find similarities and differences across texts such as in treatment, scope, or organization (4-8).</p> <p><b>Note: TAKS-6.11C</b> Support responses by referring to relevant aspects of text and his/her own experiences (4-8).<b>Note: TAKS-6.12A</b> Identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).</p>	
<p><b>6.10 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b></p> <p>6.10A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;</p>	<p><b>Note: TAKS-6.10F</b> Determine a text's main (or major) ideas and how those ideas are supported with details.</p> <p><b>TAKS-6.10G</b> Paraphrase and summarize text to recall, inform, and organize ideas.</p> <p><b>Note: TAKS-6.10H and TAKS-6.11C (see 6.9)</b></p>	
<p><b>6.10 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b></p> <p>6.10C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and</p>	<p><b>Note: TAKS-6.10H and TAKS-6.11C (see 6.10B)</b></p> <p><b>Note: TAKS-6.10E</b> Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).</p> <p><b>TAKS-6.12I</b> Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).</p> <p>The vast majority of <b>TAKS</b> reflect the cause/effect approach.</p>	

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<p><b>6.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b></p> <p>6.10 D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p>Teacher Note: Focus on variety of nonfiction genres.</p>	<p>Compare or contrast across texts such as:</p> <p>Compare Ideas:</p> <ul style="list-style-type: none"> <li>• "The newspaper article and Lisa's report both tell about —"</li> <li>• "An idea present in both selections is —"</li> <li>• "One idea found in both of these stories is that people can be —"</li> <li>• "An idea present in both articles is —"</li> </ul> <p>Compare events across texts such as:</p> <p>"According to the article, how was Douglas's career as a journalist similar to her attending college?"</p> <p><b>Compare themes across texts such as:</b></p> <ul style="list-style-type: none"> <li>• "Which of these is a theme in both selections?"</li> <li>• "A theme found in both articles is —"</li> <li>• and support the conclusions with text evidence [and/or personal experience]</li> </ul> <p>Compare and contrast using fictional and non-fictional text</p> <p>Compare and contrast multiple ideas, topics, themes, and issues</p> <p><b>Note:</b> On TAKS, a student is restricted to text evidence alone to support the conclusion.</p> <p><b>Note: TAKS-6.11D</b> Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p> <p><b>Note: TAKS-6.10H and TAKS-6.11C (see 6.9)</b></p>	
<p><b>6.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p> <p>6.13D analyze various digital media venues for levels of formality and informality.</p>	<p>Examples</p> <ul style="list-style-type: none"> <li>• News video vs. YouTube</li> <li>• News broadcast vs. MySpace website</li> </ul>	<p><a href="#">Language registers</a></p>

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Writing		
<p><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></p> <p>6.17C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding;</p>	<p style="color: red;">Open-Ended Response to literature</p> <p style="color: red;"><b>Note: TAKS-7.15C write to inform such as to explain, describe, report, and narrate (4-8);</b></p>	<p><a href="#">Journal Writing</a> LTF “Using Quotations Effectively” page 339</p> <p><b>AVID: Write Path Student Guide</b> pp. 25-26 (online--intranet--resources follow this path: intranet/Curriculum &amp; Instruction/AVID Resources) ; <b>Write Path Teacher Guide</b> pp. 38-40</p>
Oral and Written Conventions:		
<p><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></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(vii) subordinating conjunctions (e.g., while, because, although, if); and</p>	<p style="color: red;">Use “a white bus” to help remember common subordinate conjunctions:</p> <p style="color: red;"><b>A-</b> after, although, as, as if, as long as, as soon as, as though <b>W-</b> when, whenever, where, wherever, while, whereas <b>H-</b> how <b>I</b> - if, inasmuch, in order that <b>T-</b> till, than, that, though <b>E-</b> even if, even though <b>B-</b>because, before <b>U-</b> unless, until <b>S-</b> since, so that</p> <p style="color: red;"><b>Note: TAKS-7.17B</b> Use conjunctions to connect ideas meaningfully (4-8).</p>	
Listening and Speaking		
<p><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></p> <p>6.26C paraphrase the major ideas and supporting evidence in formal and informal presentations</p>	<p style="color: red;">Class Discussion</p> <ul style="list-style-type: none"> <li>• States main idea(s)</li> <li>• Identifies the support/elaboration/ to support the main idea(s)</li> </ul>	<p><a href="#">Socratic Circle</a></p>

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**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.