


Sixth Grade ELA Curriculum Bundle # 5

Title		Suggested Dates
<i>Literary Fiction Analysis</i>		Nov. 16 – Dec. 4 (12 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Stories begin and end, but their lessons continue after the story ends.	<p>How does a reader infer an author’s purpose from the text?</p> <p>How does the reader discover the theme and/or other meanings in a text?</p> <p>What makes a story a classic?</p> <p>How do setting and point of view influence a story?</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>Prefix</p> <ul style="list-style-type: none"> • Circum- <p>Suffixes</p> <ul style="list-style-type: none"> • -al • -ty <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>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> <p>Allusion / Illusion</p> <p>Among / Between</p> <ul style="list-style-type: none"> • Multiple-meaning Words • 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 will need to consider the overall meaning of the passage at the sentence, paragraph, and passage level) <p>Note: TAKS-6.9B Draw on experiences to bring meanings to words in context such as interpreting</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>

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	<p>idioms, multiple-meaning words, and analogies (6-8). TAKS 6.9F Distinguish denotative and connotative meanings (6-8). TAKS: Many questions on TAKS are asked, “Which words help the reader know the meaning of the word...”</p>	
<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: 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"> • Topic is the dominant ideas in a story or novel. • Theme is the author’s message to the reader. <p>TAKS-6.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience. TAKS-6.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8). TAKS-6.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p>	<p>Extensions: Book Teams Cards (Use first.) League Cards (Use second.)</p>
<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: 6.3B analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and</p>	<p>Recognize Flashback as “... a way of presenting scenes or incidents that took place before the opening scene.” Recognize Foreshadowing as “...giving hints or clues that suggest or prepare for events that occur later in the work Recognize Symbolism as “... anything that signifies or stands for something else.” Recognize Style as the writer used specific words, phrases, or allusions. Read texts representing a variety of cultures and authors Identify and discuss themes that arise from the readings TAKS-6.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8). TAKS-6.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience. TAKS-6.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).</p>	
<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>Draw and support conclusions about setting with and without text evidence:</p> <ul style="list-style-type: none"> • How does setting affect text’s meaning • How do different settings influence different texts in unique ways? • How do similar settings in different influence 	

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<p>6.3C compare and contrast the historical and cultural settings of two literary works.</p> <p>Teacher Note: Focus on fiction texts</p>	<p>them?</p> <p>Compare and contrast using fictional and non-fictional text</p> <p>Compare and contrast multiple ideas, topics, themes, and issues connected to setting.</p> <p>TAKS-6.10H and TAKS-6.11C (see 6.3A)</p> <p>Note: On TAKS, a student is restricted to text evidence alone to support the conclusion.</p>	
<p>6.5 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>6.5 Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.</p>	<p>TAKS-6.10H and TAKS-6.11C (see 6.3A)</p>	
<p>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:</p> <p>6.6B recognize dialect and conversational voice and explain how authors use dialect to convey character; and</p>	<p>Teacher Note: Focus with fiction</p> <p>TAKS-6.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).</p> <p>TAKS-6.10H and TAKS-6.11C (see 6.3A)</p>	
<p>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:</p> <p>6.6C describe different forms of point-of-view, including first- and third-person.</p>	<p>Point of view is “the vantage point, or stance” from which a story is told. The vantage point influences the conclusions the reader will draw from the text.</p> <ul style="list-style-type: none"> • 1st Person—narrator stands inside the story • 3rd Person/ Omniscient—standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters • 3rd Person/Limited Omniscience—focuses on the “thoughts of a single character and presents the other characters only externally. • 3rd Person/Objective—prevents any subjective commentary by the author <p>TAKS-6.10H and TAKS-6.11C (see 6.3A)</p>	
<p>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:</p>	<p>Example:</p> <p>Such special effects as camera angles, lighting, and music influence the viewer’s emotions</p>	

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6.13B recognize how various techniques influence viewers' emotions;		
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: Brainstorm ideas for and plan open ended response 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	Using Journal Response Guides Journal Responses for Self-Selected Texts
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: Develop open ended response TAKS-7.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	Using Journal Response Guides Journal Responses for Self-Selected Texts
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: Revise open ended response. 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).	
6.17 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: 6.17C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and	Open-Ended Response to fiction TAKS-7.15C write to inform such as to explain, describe, report, and narrate (4-8);	LTF “Using Quotations Effectively” page 339 AVID: Write Path Student Guide pp. 25-26 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; Write Path Teacher Guide pp. 38-40
Oral and Written Conventions:		
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(ii) proper punctuation and spacing for quotations	Note: Students apply standard conventions when quoting the author in open ended responses. 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	

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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(iii) parentheses, brackets and ellipses (to indicate omissions and interruptions or incomplete statements)</p>	<p>clauses.</p> <p>Note: Students use ellipses to indicate omissions and interruptions when quoting the author in open ended responses.</p> <p>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>Listening and Speaking:</p>		
<p>6.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. 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.</p>		<p>Socratic Circle/Socratic Seminar Socratic Seminar Rubric</p>
<p>Figure: 19 TAC §110.17(b) Sixth Grade (§110.18 English Language Arts and Reading)</p>		
<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> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</p>		