

Sixth Grade ELA Curriculum Bundle # 6



Title	Suggested Dates
<i>Peeling Back the Layers in Poetry</i>	Dec. 7 – Dec. 18 (10 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Any poem will yield its treasure when students look carefully at each layer, and then connect that layer to meaning.	How do poets paint pictures using few words? How can the layers of a poem be peeled away to discover the meaning? What are some different ways to write poems? How do poets use sound to make poetry musical?

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:		
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;	Prefix <ul style="list-style-type: none"> • Dis- Suffix <ul style="list-style-type: none"> • -ic 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	
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;	Commonly Confused words Are / Hour / Our Assistance / Assistants Also: <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) TAKS-6.9B Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-	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

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	<p>meaning words, and analogies (6-8). TAKS 6.9F Distinguish denotative and connotative meanings (6-8). TAKS Note: Many questions on TAKS are asked, “Which words help the reader know the meaning of the word...”</p>	
<p>6.4 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. 6.4 Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.</p>	<p>Recognize Tone as “the reflection in a work of the author’s attitude toward his or her subject, characters, or readers.... Tone in writing is comparable to tone of voice is speech and may be described as brusque, friendly, imperious, insinuating, teasing...” Words that TAKS has used as correct answers include <i>tender, regretful, respectful, and urgent.</i> Recognize the author’s use of Tone, such as identifying/explaining</p> <ul style="list-style-type: none"> • The specific tone • Why the tone changes from one part of the text to another <p>Similarities/differences in tone between texts Recognize Mood as the “prevailing emotional attitude in a literary work or in part of a work, for example regret, hopefulness, bitterness.” Words that TAKS has used as correct answers include <i>suspenseful, excitement, triumph, anxiety, amazement, anticipation, eerie, and determined.</i> Recognize Style as the “writer’s characteristic way of saying things. Style includes arrangement of ideas, word choice, imagery, sentence structure and variety, rhythm, repetition, coherence, emphasis, unity and tone. On TAKS, questions have been about what an author’s statement (“The victory, however, was only partial”) means, why the author used a series of questions, and the effect of the author’s use of certain words to create mood or tone. Note: TAKS-6.12K Recognize how style, tone, and mood contribute to the effect of the text (6-8). Note: TAKS-6.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience. Note: TAKS-6.11C Support responses by referring to relevant aspects of text and his/her own experiences</p>	<p>Tone and Mood LTF – Peeling Back the Layers, The Witch, p 160 AVID: Write Path Student Guide pp. 55-56 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; Write Path Teacher Guide pp. 84-86</p>
<p>6.8 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates</p>	<p>TAKS Note: Students need frequent experience identifying complex “mood words” and “tone words” embedded in text and through instructional materials such</p>	<p>Brain Pop – English (Similes)</p>

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<p>imagery in literary text and provide evidence from text to support their understanding. 6.8 Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.</p>	<p>as word walls. TAKS-6.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism TAKS-6.12K Recognize how <u>style</u>, tone, and mood contribute to the effect of the text (6-8). TAKS-6.10H and TAKS-6.11C (see 6.4)</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: 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 poem. (6.15B) 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: 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 poem. (6.15B) 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: 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 poem. (6.15B) 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).</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: 6.14D edit drafts for grammar, mechanics, and spelling; and</p>	<p>Teacher Note: Edit poem. (6.15B) TAKS-7.15F Spell accurately in final drafts (4-8). TAKS-7.18E Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).</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: 6.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Teacher Note: Edit and publish poem. Consider submitting it to The Write Stuff! TAKS-7.18H Proofread his/her own writing and that of others (4-8).</p>	

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<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: 6.15B write poems using: 6.15B(i) poetic techniques (e.g., alliteration, onomatopoeia);</p>	<p>TAKS-7.15D write to entertain such as to compose [humorous poems or] short stories (4-8);</p>	<p>Poetry for Kids Onomatopoeia Mini-Lesson Rules for Alliteration</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: 6.15B write poems using: 6.15B(ii) figurative language (e.g., similes, metaphors); and</p>	<p>TAKS 7.15G Use literary devices effectively such as suspense, dialogue, and figurative language. Note: TAKS-7.15D (See 6.15B(i))</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: 6.15B write poems using: 6.15B(iii) graphic elements (e.g., capital letters, line length).</p>	<p>TAKS-7.15D (See 6.15B(i))</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(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p>	<p>TAKS-7.17E Use prepositional phrases to elaborate written ideas (4-8).</p>	<p>The Preposition Prepositions and Prepositional Phrases Brain Pop – English (Prepositional Phrases)</p>
<p>6.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 6.21A differentiate between commonly confused terms (e.g., its, it's; affect, effect)</p>	<p>Note: See 6.2A (above)</p> <p>TAKS-7.16E Use resources to find correct spellings TAKS-7.16C Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns 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>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>		

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- (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.