


## Sixth Grade ELA Curriculum Bundle # 9

<b>Title</b>		<b>Suggested Dates</b>
<i>Literature and Cultural Connection</i>		Feb 22 – March 12 15 Instructional Days

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Literature reveals the values of a given culture or time period.	How does literature reveal the values of a culture or time period? What are the universal themes found in literature? What common elements are necessary to create a well developed plot?

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>		
<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;	<b>Prefix</b> <ul style="list-style-type: none"> <li>• Sub-</li> </ul> <b>Suffixes</b> <ul style="list-style-type: none"> <li>• -sion</li> <li>• -tion</li> </ul> <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-	
<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;	<b>Commonly confused words/usage</b> Can / May Choose / Chose <ul style="list-style-type: none"> <li>• Multiple-meaning Words</li> <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> <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).	<b>AVID: Write Path Student Guide</b> pp. 22-23 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; <b>Write Path Teacher Guide</b> pp. 32-33

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	<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>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p>6.2D explain the meaning of foreign words and phrases commonly used in written English (e.g., <i>RSVP</i>, <i>que sera sera</i>);</p>	<p><i>RSVP: Répondez s’il plaît vous</i> Respond if you please  <i>Que sera sera: Whatever will be, will be</i></p>	<p><a href="#">"Que Sera Sera" facts</a>  <a href="#">"Que Sera Sera" Lyrics</a></p>
<p><b>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p>6.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p><b>Uses guide words</b> and knowledge of alphabetic principles to efficiently locate words and meanings from dictionaries, glossaries, and other sources.</p> <p><b>Uses dictionaries and glossaries</b> to determine pronunciation, part of speech, multiple meanings, etc.</p> <p><b>Determines which definition</b> presented is the most appropriate utilizing the context clues available from the text.</p>	
<p><b>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:</b></p> <p>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><b>Recognize Flashback</b> as “... a way of presenting scenes or incidents that took place before the opening scene.”</p> <p><b>Recognize Foreshadowing</b> as “...giving hints or clues that suggest or prepare for events that occur later in the work</p> <p><b>Recognize Symbolism</b> as “... anything that signifies or stands for something else.”</p> <p><b>Recognize Style</b> as the writer used specific words, phrases, or allusions.</p> <p><b>Read</b> texts representing a variety of cultures and authors</p> <p><b>Identify and discuss themes</b> that arise from the readings</p> <p><b>Note: TAKS-6.12J</b> Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).</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-6.11C</b> Support responses by referring to relevant aspects of text and his/her own experiences (4-8).</p>	
<p><b>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</b></p>	<p><b>Recognizes Plot</b> as the careful arrangement by an author of incidents in a narrative to achieve a desired effect.</p> <p><b>Analyzes Plot Elements (when they are used and for what purpose) Including:</b></p>	<p><a href="#">Freytag's Pyramid</a>  <a href="#">Literary Elements Mini-Lesson</a></p>

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<p><b>are expected to:</b> 6.6A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;</p>	<ul style="list-style-type: none"> <li>• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)</li> <li>• Narrative hook (inciting incident; introduction of the conflict or the story problem)</li> <li>• Rising Action (events leading up to climax) or</li> <li>• Climax (highest point of interest or the turning point or the point at which the story problem is solved or the conflict resolved)</li> <li>• Falling Action (leading down to the resolution of the story problem/line)</li> <li>• Resolution (conclusion or end)</li> </ul> <p><b>Analyzes text in order to determine:</b></p> <ul style="list-style-type: none"> <li>• the story problem</li> <li>• when the story problem begins</li> <li>• how the author builds suspense</li> <li>• how the author develops (the plot) of the passage</li> <li>• how the point of view influences the reader’s understanding of a character</li> <li>• the cause of the conflict(s)</li> </ul> <p><b>Note: TAKS-6.10H and TAKS-6.11C (see 6.3B)</b> <b>Note: TAKS-6.12G</b> Recognize and analyze story plot, setting, and problem resolution (4-8).</p>	
<b>Writing:</b>		
<p><b>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:</b> 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><b>Teacher Note:</b> Brainstorm ideas for and plan open ended response to literature</p> <p><b>Note: TAKS-7.15F</b> Choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions</p>	<p><a href="#">Using Journal Response Guides</a> <a href="#">Journal Responses for Self-Selected Texts</a></p>
<p><b>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:</b> 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><b>Teacher Note:</b> Develop open ended response to literature</p> <p><b>Note: TAKS-7.15H</b> Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).</p>	<p><a href="#">Using Journal Response Guides</a> <a href="#">Journal Responses for Self-Selected Texts</a></p>
<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</b></p>	<p><b>Open ended response to literature</b></p>	<p><a href="#">Using Journal Response Guides</a> <a href="#">Journal Responses for Self-Selected Texts</a> LTF “Using Quotations Effectively” page 339</p>

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<p>for specific purposes. Students are expected to:  <b>6.17C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</b>  <b>Teacher Note: Write response to fiction</b></p>	<p><b>Note: TAKS-7.15C write to inform such as to explain, describe, report, and narrate (4-8);</b></p>	<p>AVID: Write Path Student Guide pp. 25-26 (online--intranet--resources follow this path: intranet/Curriculum &amp; Instruction/AVID Resources) ; Write Path Teacher Guide pp. 38-40</p>
<p><b>Oral and Written Conventions:</b></p>		
<p><b>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:</b>          6.20B recognize and use punctuation marks including:          6.20B(ii) proper punctuation and spacing for quotations</p>	<p><b>Note: Students apply standard conventions when quoting the author in open ended responses.</b></p> <p><b>Note: TAKS-7.16B Capitalize and punctuate correctly</b>  <b>TAKS-7.17A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.</b></p>	
<p><b>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:</b>          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><b>Note: Students use ellipses to indicate omissions and interruptions when quoting the author in open ended responses.</b></p> <p><b>Note: TAKS-7.16B Capitalize and punctuate correctly</b>  <b>TAKS-7.17A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.</b></p>	
<p><b>Listening and Speaking:</b></p>		
<p><b>6.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b>          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><a href="#">Socratic Circle/Socratic Seminar</a>  <a href="#">Socratic Seminar Rubric</a></p>

**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:

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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.