

# 6th Grade ELA/SS Year-at-a-Glance 2017-18

## Overall Theme: Character Counts

		<b>Q1 New Beginnings</b>	<b>Q2 Quest for Freedom Road to Revolution</b>	<b>Q3 Revolution Fight for Freedom</b>	<b>Q4 A New Republic / Self-Discovery- The Search for our Identity</b>
<b>L W</b>	<b>Language</b>	<b>Vocabulary/Spelling:</b> <ul style="list-style-type: none"> <li>• Wordly Wise: Vocabulary workbook</li> <li>• No Excuse Words</li> <li>• Latin and Greek Roots</li> </ul> <b>Language Investigations:</b> <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Subjects and predicates</li> <li>• Capitalization</li> <li>• Pronouns and antecedents</li> <li>• Run ons and fragments</li> </ul>	<b>Vocabulary/Spelling:</b> <ul style="list-style-type: none"> <li>• Wordly Wise: Vocabulary workbook</li> <li>• Latin and Greek Roots</li> </ul> <b>Language Investigations:</b> <ul style="list-style-type: none"> <li>• Pronouns and antecedents</li> <li>• Simple sentences</li> <li>• Compound sentences</li> <li>• Complex sentences</li> </ul>	<b>Vocabulary/Spelling:</b> <ul style="list-style-type: none"> <li>• Wordly Wise: Vocabulary workbook</li> <li>• Latin and Greek Roots</li> </ul> <b>Language Investigations:</b> <ul style="list-style-type: none"> <li>• Pronouns and antecedents</li> <li>• Varying sentence patterns</li> <li>• Subject-verb agreement</li> <li>• Comma usage</li> <li>• Connotation vs. denotation</li> </ul>	<b>Vocabulary/Spelling:</b> <ul style="list-style-type: none"> <li>• Wordly Wise: Vocabulary workbook</li> <li>• Latin and Greek Roots</li> </ul> <b>Language Investigations:</b> <ul style="list-style-type: none"> <li>• Editing process</li> </ul>
	<b>Standards Addressed:</b>	<b>Language:</b> L.6.1, L.6.1b, L.6.1c, L.6.1d, L.6.2, L.6.2b, L.6.3, L.6.4, L.6.4b, L.6.4c, L.6.4d, L.6.6, L.6.5a,	<b>Language:</b> L.6.1, L.6.3, L.6.3a, L.6.3b, L.6.1d, L.6.1e,	<b>Language:</b> L.6.2, L.6.2a, L.6.5, L.6.5a, L.6.5a, L.6.5b, L.6.5c,	<b>Language:</b> L.6.3, L.6.3a, L.6.3b, W.6.5,
	<b>Social Studies Topics</b>	*America's Beginnings *Classroom Constitution *Establishment of 13 British Colonies *Lost Colony of Roanoke *Jamestown *Indentured servitude and the emergence of American Slavery *Break within unit to discuss 9/11	*Pilgrims at Plymouth *Mayflower Compact *Puritans *Salem Witch Trials *Development of colonial regions *Colonial life *Triangular Trade *Early American Culture *French and Indian War The Great Awakening The Enlightenment	*New American identity-"Join or die." *Parliament vs Colonial government *Road to the Revolution *Quartering Act, Sugar Act, Stamp Act, Townshend Acts *Taxation without representation *Sons of Liberty *Boston Massacre *Boston Tea Party *Intolerable Acts *1st Continental Congress *Midnight Ride of Paul Revere *Loyalists and Patriots **"Common Sense": Thomas Paine *Declaration of Independence	Legacy of the Revolution- Citizenship Costs of War Societal Issues

	<p><b>Standards Addressed:</b></p> <p>*Updated Quarterly</p>	<p><b>Reading History:</b> RH.6-8.1; RH.6-8.4  <b>Writing History:</b> WHST.6-8.4; WHST.6-8.10  <b>Social Studies:</b>SS.IS.3.6.8</p>	<p><b>Reading History:</b> RH.6-8.1; RH.6-8.2; RH.6-8.4; RH.6-8.5; RH.6-8.7  <b>Writing History:</b> WHST.6-8.4; WHST.6-8.5; WHST.6-8.9; WHST.6-8.10  <b>Social Studies:</b> SS.IS.3.6-8, SS.IS.4.6-8.MdC, SS.IS.5.6-8.LC, SS.IS.6.6-8.MdC, SS.IS.7.6-8, SS.IS.8.6-8.LC, SS.CV.1.6-8.MC, SS.CV.2.6-8.MdC, SS.CV.3.6-8.LD.MdC.MC, SS.CV.4.6-8.MdC, SS.CV.5.6-8.MdC, SS.G.2.6-8.MdC, SS.G.3.6-8.LC</p>	<p><b>Reading History:</b> RH.6-8.1; RH.6-8.2; RH.6-8.4; RH.6-8.5; RH.6-8.6; RH.6-8.7; RH.6-8.8  <b>Writing History:</b> WHST.6-8.1a-e; WHST.6-8.5; WHST.6-8.6; WHST.6-8.8; WHST.6-8.9; WHST.6-8.10  <b>Social Studies:</b> SS.IS.3.6-8, SS.IS.4.6-8.MdC, SS.IS.7.6-8, SS.CV.4.6-8.MdC, SS.CV.3.6-8.MdC.MC, SS.CV.2.6-8.MdC, SS.CV.1.6-8.MdC, SS.CV.5.6-8.MdC</p>	<p><b>Reading History:</b> RH.6-8.1; RH.6-8.2; RH.6-8.4; RH.6-8.5; RH.6-8.6; RH.6-8.9; RH.6-8.10  <b>Writing History:</b> WHST.6-8.2a-f; WHST.6-8.4; WHST.6-8.5; WHST.6-8.6; WHST.6-8.7; WHST.6-8.8; WHST.6-8.9; WHST.6-8.10  <b>Social Studies:</b> SS.IS.3.6-8, SS.IS.7.6-8, SS.3.6-8.LC.MdC.MC, SS.G.2.6-8.MdC, SS.H.1.6-8.MdC, SS.H.2.6-8.MdC, SS.H.4.6-8.LC</p>
<p>R W</p>	<p><b>Literature</b></p>	<p><b>FOCUS:</b> Character Development</p> <p><b>Interactive Read Aloud:</b> <i>Wonder</i> by R.J. Palacio (790)</p> <p><b>Supplemental Texts in small groups:</b></p> <ul style="list-style-type: none"> <li>• Short Stories</li> <li>• CommonLit</li> </ul> <p><b>Literary Terms/Skills:</b></p> <ul style="list-style-type: none"> <li>• theme vs central idea</li> <li>• mood</li> <li>• protagonist</li> <li>• antagonist</li> <li>• point of view (1st, 2nd, 3rd limited, 3rd omniscient)</li> <li>• genre</li> <li>• figurative language</li> <li>• summarizing</li> </ul> <p><b>Fountas and Pinnell Benchmark Assessments</b></p>	<p><b>FOCUS:</b> Setting and Tone</p> <p><b>Interactive Read Aloud:</b> <i>Chains</i> by Laurie Anderson (780)</p> <p><b>Supplemental Texts in small groups:</b></p> <ul style="list-style-type: none"> <li>• Short Stories</li> </ul> <p><b>Literary Terms/Skills:</b></p> <ul style="list-style-type: none"> <li>• inferences and textual evidence</li> <li>• plot development</li> <li>• context clues</li> <li>• figurative language</li> <li>• text structure</li> <li>• internal conflict</li> <li>• external conflict</li> <li>• rising action</li> <li>• climax</li> <li>• falling action</li> </ul>	<p><b>FOCUS:</b> Imagery and Symbolism</p> <p><b>Interactive Read Aloud:</b> <i>Chains</i> by Laurie Anderson (780)</p> <p><b>Supplemental Texts in small groups:</b></p> <ul style="list-style-type: none"> <li>• Novel</li> <li>• Poetry</li> <li>• Excerpts from historical texts</li> </ul> <p><b>Literary Terms/Skills:</b></p> <ul style="list-style-type: none"> <li>• multiple meaning words</li> <li>• context clues</li> <li>• how sentences, chapters, stanzas, etc. contribute to the development of the theme, setting, plot</li> <li>• author’s point of view, perspective, purpose</li> <li>• compare/contrast what students “see” and “hear” to what they perceive when they listen or watch</li> <li>• comprehension</li> <li>• fact vs. opinion</li> </ul> <p><b>Fountas and Pinnell Benchmark Assessments</b></p>	<p><b>FOCUS:</b> Character development / Conflict</p> <p><b>Interactive Read Aloud:</b> <i>The Westing Game</i> by Ellen Raskin (750)</p> <p><b>Supplemental Texts in small groups:</b></p> <ul style="list-style-type: none"> <li>• Novel:</li> <li>• Excerpts from historical texts</li> </ul> <p><b>Literary Terms/Skills:</b></p> <ul style="list-style-type: none"> <li>• compare/contrast texts in different forms or genres</li> <li>• irony (in-depth)</li> <li>• conflict (person vs. person, person vs. society, person vs. nature, person vs. self)</li> <li>• genres (in-depth)</li> <li>• how sentences, chapters, stanzas, etc. contribute to the development of the theme, setting, plot</li> <li>• comprehension</li> <li>• characterization</li> <li>• textual evidence</li> <li>• context clues</li> <li>• predictions</li> </ul>

	<b>Informational Texts:</b>	<ul style="list-style-type: none"> <li>• Close reads from Newsela and other resources</li> <li>• CommonLit</li> <li>• Read about the author: R.J. Palacio</li> <li>• “Masks” by: Shel Silverstein</li> </ul>	<ul style="list-style-type: none"> <li>• Close reads from Newsela and other resources</li> <li>• CommonLit</li> <li>• Salem Witch Trials</li> <li>• America- The Story of Us</li> </ul>	<b>**Theme:</b> The Hypocrisy of Revolutions <ul style="list-style-type: none"> <li>• Close reads from Newsela and other resources</li> <li>• Declaration of Independence</li> <li>• Thomas Paine’s <i>Common Sense</i></li> <li>• <i>**Look at our “black marks” in history (Middle Passage, Intolerance, Slavery)</i></li> <li>• America- The Story of Us</li> </ul>	<ul style="list-style-type: none"> <li>• Articles of Confederation</li> <li>• Close reads from Newsela and other resources</li> <li>• America- The Story of Us</li> <li>• Excerpts from biographies, autobiographies, memoirs</li> <li>• SHEG: Read Like a Historian: Shays’ Rebellion</li> </ul>
	<b>Standards Addressed:</b>	<b>Literature:</b> RL.6.1; RL.6.2; RL.6.10 <b>Informational:</b> RI.6.1; RI.6.2; RI.6.4; RI.6.10 <b>Speaking and Listening:</b> SL.5.1a-d	<b>Literature:</b> RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.10 <b>Informational:</b> RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.7; RI.6.10 <b>Language:</b> L.6.5a; L.6.5b <b>Speaking and Listening:</b> SL.5.1a-d	<b>Literature:</b> RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.5; RL.6.6; RL.6.7; RL.6.10 <b>Informational:</b> RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RL.6.6; RI.6.8; RI.6.10 <b>Language:</b> L.6.4a; L.6.4c; L.6.4d <b>Speaking and Listening:</b> SL.5.1a-d	<b>Literature:</b> RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.5; RL.6.6; RL.6.9; RL.6.10 <b>Informational:</b> RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.6; RI.6.9; RI.6.10 <b>Language:</b> L.6.4a; L.6.4c; L.6.4d <b>Speaking and Listening:</b> SL.5.1a-d
<b>W</b>	<b>Writing</b>	<b>Focus: Narrative Writing Unit</b>	<b>Focus: Argument/Opinion Writing Unit</b> <b>Narrative Writing Unit</b>	<b>Focus: Argument/Opinion Writing Unit</b>	<b>Focus: Student Choice (Narrative, Argument/Opinion, Informational)</b>
<b>W</b>	<b>Standards Addressed:</b>	<b>Writing:</b> W.6.4; W.6.10 <b>Speaking and Listening:</b> SL.5.1a-d	<b>Writing:</b> W.6.3a; W.6.3b; W.6.3c; W.6.3d; W.6.3e; W.6.4; W.6.5; W.6.10 <b>Speaking and Listening:</b> SL.6.1a-d;	<b>Writing:</b> W.6.1a; W.6.1b; W.6.1c; W.6.1d; W.6.1e; W.6.4; W.6.5; W.6.6; W.6.8; W.6.9b; W.6.10 <b>Speaking and Listening:</b> SL.6.1a-d; SL.6.3; SL.6.4	<b>Writing:</b> W.6.2a; W.6.2b; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.4; W.6.5; W.6.6; W.6.7; W.6.8; W.6.9a; W.6.10 <b>Speaking and Listening:</b> SL.6.1a-d; SL.6.4; SL.6.5