

2022-23 6th Grade ELA

Unit 1: *Childhood*

(August 8-September 26)

Essential Question: What are some of the challenges and triumphs of growing up?

Whole Class Learning: When did you have to use your imagination to find another way to do something?

Small-Group Learning: Deliver a retelling of a challenge presented in one of the selections in this section.

Performance-Based Assessment (Nonfiction Narrative): When did a challenge lead to a triumph?

POWER STANDARDS
6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.RI.CS.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.
6.WTTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Unit 2: *Animal Allies*

(August 8-September 26)

Essential Question: How can people and animals relate to each other?

Whole Class Learning: What qualities do Goodall and Turner believe people and animals share?

Small-Group Learning: How can the bonds between people and animals be surprising?

Performance-Based Assessment (Informational/Explanatory Essay): How can animals and people help one another?

POWER STANDARDS
6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.
6.WTTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit 3: Modern Technology

(November 30-February 3)

Essential Question: How is modern technology helpful and harmful to society?

Whole Class Learning: Do electronic devices and online access really improve our lives?

Small-Group Learning: Do the benefits of technology outweigh its disadvantages?

Performance-Based Assessment (Argumentative Essay): Do we rely on technology too much?

POWER STANDARDS
6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.
6.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.WTTP.1 Write arguments to support claims with clear reasons and relevant evidence.

Unit 4: *Imagination*

(February 6-April 4)

Essential Questions: Where can imagination lead?

Whole Class Learning Prompt: One day in the Kingdom of Wisdom . . .

Small-Group Learning Prompt: When Alice finally gets through the tiny door . . .

Performance-Based Assessment (Fictional Narrative): What might happen if a fictional character were to come into the real world?

POWER STANDARDS
6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
6.WTTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective

Unit 5: Exploration

(April 5-May 25)

Essential Question: What drives people to explore?

Whole Class Learning: Can anyone be an explorer?

Small-Group Learning: Why should we explore new frontiers?

Performance-Based Assessment (Argumentative Essay): Should kids today be encouraged to become explorers?

POWER STANDARDS
6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.WTTP.1 Write arguments to support claims with clear reasons and relevant evidence.