

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
<b>6.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
<b>6.RL.CS.4</b> 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.
<b>6.RL.CS.5</b> 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.
<b>6.RL.CS.6</b> Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
<b>6.RI.KID.2</b> Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
<b>6.RI.KID.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
<b>6.RI.CS.5</b> 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.
<b>6.RI.CS.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.
<b>6.WTTP.3</b> 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?

<b>POWER STANDARDS</b>
<b>6.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
<b>6.RL.KID.3</b> 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.
<b>6.RL.CS.4</b> 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.
<b>6.RL.CS.5</b> 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.
<b>6.RI.CS.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.
<b>6.WTTP.2</b> 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?

<b>POWER STANDARDS</b>
<b>6.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
<b>6.RL.CS.5</b> 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.
<b>6.RI.KID.2</b> Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
<b>6.RI.KID.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
<b>6.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>6.RI.CS.5</b> 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.
<b>6.RI.CS.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.
<b>6.RI.IKI.8</b> 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.
<b>6.WTTP.1</b> 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?

<b>POWER STANDARDS</b>
<b>6.RL.KID.3</b> 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.
<b>6.RL.CS.4</b> 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.
<b>6.RL.CS.5</b> 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.
<b>6.RL.CS.6</b> Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
<b>6.RI.KID.2</b> Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
<b>6.RI.KID.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
<b>6.WTTP.3</b> 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?

<b>POWER STANDARDS</b>
<b>6.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
<b>6.RL.KID.3</b> 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.
<b>6.RL.CS.4</b> 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.
<b>6.RL.CS.5</b> 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.
<b>6.RI.KID.2</b> Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
<b>6.RI.KID.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
<b>6.RI.CS.5</b> 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.
<b>6.WTTP.1</b> Write arguments to support claims with clear reasons and relevant evidence.