

New Paltz Central School District
English Language Arts
Sixth Grade

Time	Essential Questions/Content	Standards/skills	Assessments
September - November	<p><u>Unit 1: Nature: On the Far Side of the Mountain</u></p> <ul style="list-style-type: none"> • What is descriptive writing? • How do readers make sense of text? <hr/> <ul style="list-style-type: none"> • Comprehension strategies • Literacy elements • Determining the meaning of unfamiliar words • Descriptive writing 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Analyze quotes 	<ul style="list-style-type: none"> • Chapter skills checks/quizzes • Final unit test on novel • Descriptive paragraph and essay
December	<p><u>UNIT 2: Conflict in Literature: Journey to Jo'burg</u></p> <ul style="list-style-type: none"> • What is historical fiction? • What are the elements of historical fiction? • What is apartheid? • How does a reader determine the climax of a story? • What are the three main types of conflict in literature? 	<p>Reading:</p> <ul style="list-style-type: none"> • Draw conclusions and make inferences based on explicit and implied information with supporting evidence • Distinguish fact from fiction • Consider author's viewpoint, purpose, and style • Use context to define meaning • Read and interpret statistics • Use sophisticated and specific language • Develop empathy • Read and interpret a timeline • Read and interpret graphs • Evaluate information, ideas, opinions, and themes in texts by identifying: <ul style="list-style-type: none"> ◦ Statements of fact, opinion, and exaggeration • Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in more than one text 	<ul style="list-style-type: none"> • Constructed responses • Tests

New Paltz Central School District
English Language Arts
Sixth Grade

Time	Essential Questions/Content	Standards/skills	Assessments
		<p>Writing:</p> <ul style="list-style-type: none"> • Write in order to: <ul style="list-style-type: none"> ◦ Draw conclusions and provide reasons for the conclusions • Use appropriate punctuation for compound sentences • Use complete simple and compound sentences using correct verb tense and subject verb agreement • Apply silent e rule in spelling 	
January - March	<p><u>UNIT 3: The Holocaust in Fiction and Non-fiction</u></p> <ul style="list-style-type: none"> • How does historical fiction help us understand history? • How is the Holocaust portrayed in different genres? 	<ul style="list-style-type: none"> • Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Explain how an author develops the point of view of the narrator or speaker in a text. <ul style="list-style-type: none"> ◦ Explain how an author's geographic location or culture affects his or her perspective. • Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. • Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ◦ Introduce claim(s) and organize the reasons and evidence clearly. ◦ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ◦ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ◦ Establish and maintain a formal style. ◦ Provide a concluding statement or section that follows from the argument presented. 	<ul style="list-style-type: none"> • Chapter skills checks/quizzes • Unit test

New Paltz Central School District
English Language Arts
Sixth Grade

Time	Essential Questions/Content	Standards/skills	Assessments
		<ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ○ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ○ Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). ○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	

New Paltz Central School District
English Language Arts
Sixth Grade

Time	Essential Questions/Content	Standards/skills	Assessments
April	<p><u>UNIT 4: Greek Literature</u></p> <ul style="list-style-type: none"> • What is mythology? • What are the elements of a tragedy? • What are the elements of a successful performance? • How does the literature of ancient Greece help us understand its culture? 	<p>Reading:</p> <ul style="list-style-type: none"> • Define the characteristics of Greek myths • Define the characteristics of a drama • Define the characteristics of Greek tragedy • Recognize cause and effect • Use meanings of prefixes, suffixes, and roots to increase vocabulary: <ul style="list-style-type: none"> ◦ Recognize Greek roots • Recognize elements of mythology in today's world • Infer a natural event explained by a myth • Read with expression and articulation <p>Writing:</p> <ul style="list-style-type: none"> • Correctly spell words with Greek roots 	<ul style="list-style-type: none"> • Written and oral responses • Graphic organizer • Greek play performance • Tests
April - May	<p><u>UNIT 5: Researching the Middle Ages</u></p> <ul style="list-style-type: none"> • What is the research process? • What is a works cited page? • How do you find relevant resources? • How has the English language changed over time? 	<p>Reading:</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including: <ul style="list-style-type: none"> ◦ Evaluate examples, details, or reasons used to support ideas • Use an index to locate related details • Recognize elements of the Middle Ages in today's world <p>Writing:</p> <ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas • Use at least three sources of information with appropriate citations to develop reports • Cite sources parenthetically and in bibliography, using MLA format • Combine information from more than one source (including the Internet) • Recognize and write calligraphy • Write information in the first person • Write the following in order to transmit information: <ul style="list-style-type: none"> ◦ Reports of approximately one to five pages 	<ul style="list-style-type: none"> • Medieval diary entry • Coat of arms and descriptive paragraph • Works cited page • Graphic organizers

New Paltz Central School District
English Language Arts
Sixth Grade

Time	Essential Questions/Content	Standards/skills	Assessments
May - June	<p><u>UNIT 6: The Clay Marble</u></p> <ul style="list-style-type: none"> • What is family? • How does historical fiction reflect life? • What is symbolism? • What is irony? • What are the elements of a meaningful literacy discussion? 	<p>Reading:</p> <ul style="list-style-type: none"> • Identify the ways in which characters change and develop throughout the story. • Identify theme • Explain connections between and among texts to extend meaning of each individual text • Analyze primary sources • Identify key passages • Infer character traits <p>Writing:</p> <ul style="list-style-type: none"> • Summarize information 	<ul style="list-style-type: none"> • Vocabulary cards • Discussion role worksheets • Tests • Constructed responses • Discussion assessments
June	<p><u>UNIT 7: Persuasive Writing</u></p> <ul style="list-style-type: none"> • What is persuasive writing? • What are the components of persuasive writing? • How is a business letter different from a friendly letter? 	<p>Writing:</p> <ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas • Write a business letter • Identify and develop effective reasons to support a particular point of view • Establish consistent point of view in the third person • Present a counter argument and refute it • Use computer software to support the writing process (e.g., Inspiration) • Develop personal voice that enables the reader to get to know the writer • Write personal reactions to experiences, events, and observations, using a form of social communication 	<ul style="list-style-type: none"> • Persuasive letter • Graphic organizer