



**GRADE LEVEL: 6th**  
**SUBJECT: ELA**

**TRIMESTER 1** AUGUST, SEPTEMBER, OCTOBER, ½ NOVEMBER

MAJOR TOPICS	ASSESSMENTS/PROJECTS
<p><b>Refresh &amp; Review - Getting back into reading/writing</b></p> <ul style="list-style-type: none"> <li>● Figurative language</li> <li>● Close reading 3-read method</li> <li>● Beginning annotation marks &amp; strategies</li> <li>● Parts of a letter</li> <li>● Parts of a story/story diagram</li> <li>● Beginning to increase writing stamina &amp; frequency</li> <li>● Refresh on descriptive paragraph writing</li> <li>● Use of TALES/RACE writing acronym for complete answers</li> </ul>	<ul style="list-style-type: none"> <li>● Letter to my teacher (with all correct parts of a letter)</li> <li>● CommonLit articles for close reading analysis and notes</li> <li>● CommonLit articles for practice annotating</li> <li>● Bell ringer paragraphs to establish class routine and daily writing (also incorporates content related prompts, SEL prompts etc.)</li> <li>● Short story analysis including identifying the 5 parts of a story</li> </ul>
<p><b>Grammar (No Red Ink)</b></p> <ul style="list-style-type: none"> <li>● Diagnostic to determine topics</li> <li>● Nouns (2 weeks)</li> <li>● Adjectives (part 1 &amp; 2)</li> <li>● Commonly Confused Words Part I</li> <li>● Abstract &amp; concrete nouns</li> <li>● Action verbs</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● No Red Ink quizzes/lessons</li> <li>● Cornell Notes</li> <li>● Lesson Quiz/Test</li> <li>● Partner and group work</li> </ul>
<p><b>Reading and vocabulary enrichment/standardized test prep</b></p> <ul style="list-style-type: none"> <li>● CommonLit articles from various genres <ul style="list-style-type: none"> <li>○ Done independently or in pairs/small groups</li> </ul> </li> <li>● Vocabulary in Action- chapters, notes &amp;</li> </ul>	<p><b>Reading and vocabulary enrichment/standardized test prep assessment:</b></p> <ul style="list-style-type: none"> <li>● Completion of CommonLit article questions</li> <li>● Completion of workbook vocabulary exercises (various exercises per chapter)</li> </ul>

<p>workbook exercises</p> <ul style="list-style-type: none"> <li>● Reading/story review (elements of a story, figurative language, plot diagram), TALEs writing responses</li> </ul>	<ul style="list-style-type: none"> <li>● Notes, group practice, independent practice with short stories</li> </ul>
<p><b>Narrative Writing</b>  <b>Writing Bend I</b> Launching independent writing lives and generating personal narratives</p> <ul style="list-style-type: none"> <li>● Set up expectations to write</li> <li>● Learn strategies to brainstorm and write long</li> <li>● Write about moments that really mattered, bring out feeling and meaning</li> <li>● Tell the story from narrator’s point of view</li> <li>● Use details to convey meaning and decide what not to include</li> <li>● Read and learn from other authors</li> <li>● Goal set for writing</li> </ul> <p><b>Writing Bend II</b> Moving through the writing process and toward our goals</p> <ul style="list-style-type: none"> <li>● Rehearse beginnings and craft leads</li> <li>● Write a flash draft</li> <li>● Re-angle and rewrite a story</li> <li>● Elaborate on important scenes</li> <li>● Revise and self-assess</li> <li>● Share narrative</li> </ul>	<p><b>Narrative Writing Bend I</b></p> <ul style="list-style-type: none"> <li>● Personal Narrative Steps of the writing process with peer and self edits.</li> </ul> <p><b>Writing Bend II</b></p> <ul style="list-style-type: none"> <li>● Self assessments and goal setting with rubrics</li> </ul>
<p><b>Novels</b></p> <ul style="list-style-type: none"> <li>● <i>Restart</i> Gordon Korman</li> <li>● Independent choice novel</li> </ul> <p><b>Reading Fiction A Deep Study of Character</b> (7-10 days)</p> <p><b>Reading Bend I</b> Considering complex character traits</p> <ul style="list-style-type: none"> <li>● Revise thinking as evidence is accumulated</li> <li>● Develop courses of study with a partner</li> <li>● Acknowledge parts of a character that are less likable</li> <li>● Write about reading</li> <li>● Consider pressures character faces</li> <li>● Discuss texts</li> <li>● Reflect on reading</li> </ul> <p><b>Reading Bend II</b> Investigating how setting shapes characters</p> <ul style="list-style-type: none"> <li>● Cite text and notice precise language author uses</li> </ul>	<p><b>Reading Bend I</b> (7-10 days)  consider complex character traits</p> <p><b>Reading Bend II</b> Investigate how setting shapes characters</p>

<ul style="list-style-type: none"> <li>● Students help each other grow ideas</li> <li>● Analyze how setting can be a pressure for character</li> <li>● Analyze setting changes, flash backs</li> </ul>	<p><b><i>Restart</i> written one page tracking the character of Chase</b></p>
<ul style="list-style-type: none"> <li>● <b>Daily writing practice</b></li> </ul>	<ul style="list-style-type: none"> <li>● Daily written bell ringers (by paragraph or word count)</li> </ul>

## TRIMESTER 2

½ NOVEMBER, DECEMBER, JANUARY, FEBRUARY

MAJOR UNITS	ASSESSMENTS/PROJECTS
<p><b>Grammar (No Red Ink)</b></p> <ul style="list-style-type: none"> <li>● Noun/Adjective Refresher</li> <li>● Action verbs</li> <li>● Verb tenses</li> <li>● Commonly Confused Words Part II</li> <li>● Contractions &amp; Possessions</li> <li>● Commonly Confused Words Part III</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● No Red Ink quizzes/lessons</li> <li>● Cornell Notes</li> <li>● Lesson Quiz/Test</li> <li>● Partner and group work</li> </ul>
<p><b>Reading and vocabulary enrichment/standardized test prep</b></p> <ul style="list-style-type: none"> <li>● CommonLit articles from various genres <ul style="list-style-type: none"> <li>○ Done independently or in pairs/small groups</li> </ul> </li> <li>● Vocabulary in Action- chapters, notes &amp; workbook exercises</li> <li>● Reading/story review (elements of a story, figurative language, plot diagram), TALEs writing responses</li> </ul>	<p><b>Reading and vocabulary enrichment/standardized test prep assessment:</b></p> <ul style="list-style-type: none"> <li>● Completion of CommonLit article questions</li> <li>● Completion of workbook vocabulary exercises (various exercises per chapter)</li> <li>● Notes, group practice, independent practice with short stories</li> </ul>
<p><b>Novels</b>  <i>A Long Walk to Water</i> Linda Sue Park  <b>Independent Reading Novel</b>  <i>A Christmas Carol</i> (middle school play)</p> <p><b>Reading Power of Non-Fiction Bend I</b></p> <ul style="list-style-type: none"> <li>● Generate questions and ideas in book clubs</li> <li>● Determine central ideas</li> <li>● Rethink ideas set reading goals</li> <li>● Trace ideas developed across text</li> </ul>	<p><b>Reading Bend I</b></p> <ul style="list-style-type: none"> <li>● Navigating nonfiction chapter books in book clubs, with an emphasis on discerning central ideas (the researcher for the writing unit)</li> </ul> <p><b>Reading Bend II</b></p> <ul style="list-style-type: none"> <li>● Investigating topics with research groups, and synthesizing across texts on that topic</li> </ul>

<ul style="list-style-type: none"> <li>● Determine research topic for writing unit</li> </ul> <p><b>Reading Bend II</b></p> <ul style="list-style-type: none"> <li>● Summarize complex texts</li> <li>● Self assessing and goal setting</li> <li>● Synthesizing across texts</li> <li>● Collaborate to build background knowledge</li> <li>● Develop content specific vocabulary</li> </ul> <p><b>Writing about reading</b></p> <ul style="list-style-type: none"> <li>● <b>Mapping thoughts about what we read</b></li> <li>● <b>Think big/think small- rethink details, big and small and rework your details to clarify writing</b></li> <li>● <b>Explain thinking- diving deep into detail and explanation! Elaboration is key!</b></li> <li>● <b>Incorporating evidence from the text as a means to elaborate</b></li> </ul>	<p><b>Writing about reading: extended responses</b></p> <ul style="list-style-type: none"> <li>● <b>Extended daily responses about chapters and tracking the growth and change of BOTH major characters (this book is two parallel stories in one book)</b></li> <li>● <b>Group extended responses.</b></li> </ul>
<ul style="list-style-type: none"> <li>● <b>Daily writing practice</b></li> </ul>	<ul style="list-style-type: none"> <li>● Daily written bell ringers (by paragraph or word count)</li> </ul>

### TRIMESTER 3

MARCH, APRIL, MAY, JUNE

MAJOR UNITS	ASSESSMENTS/PROJECTS
<p><b>Grammar (No Red Ink)</b></p> <ul style="list-style-type: none"> <li>● Adverbs (Part I &amp; II)</li> <li>● Identifying Sentence Fragments</li> <li>● Dependent &amp; Independent Clauses</li> <li>● Capitalization rules</li> <li>● EOY Grammar Review</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● No Red Ink quizzes/lessons</li> <li>● Cornell Notes</li> <li>● Lesson Quiz/Test</li> <li>● Partner and group work</li> </ul>
<p><b>Novel</b> <i>Small Steps Peg Kehret</i> <b>Short stories</b></p> <p><b>Reading and vocabulary enrichment/standardized test prep</b></p> <ul style="list-style-type: none"> <li>● CommonLit articles from various genres <ul style="list-style-type: none"> <li>○ Done independently or in pairs/small groups</li> </ul> </li> </ul>	<p><b>Reading and vocabulary enrichment/standardized test prep assessment:</b></p> <ul style="list-style-type: none"> <li>● Completion of CommonLit article questions</li> <li>● Completion of workbook vocabulary exercises (various exercises per chapter)</li> <li>● Notes, group practice, independent practice with short stories</li> </ul>

<ul style="list-style-type: none"> <li>● Vocabulary in Action- chapters, notes &amp; workbook exercises</li> <li>● Reading/story review (elements of a story, figurative language, plot diagram), TALES writing responses</li> </ul>	
<p><b>Reading Social Issues Reading for Empathy and Advocacy (<i>Small Steps</i> Peg Kheret)</b></p> <p><b>Bend I</b></p> <ul style="list-style-type: none"> <li>● Weigh characters relationships</li> <li>● Notice how characters contribute to relationship issues through actions and reactions</li> <li>● Book club work- plan reading and deep discussion</li> <li>● Analyze how and why power affects relationships</li> </ul> <p><b>Reading Bend II</b></p> <ul style="list-style-type: none"> <li>● Think about and discuss group and social issues appropriately</li> <li>● Use common literary themes to think more deeply about group issues in a text</li> <li>● Find evidence to support thematic ideas</li> <li>● Write log about themes</li> </ul> <p><b>Writing: Research based information writing (3-4 Weeks)</b></p> <ul style="list-style-type: none"> <li>● <b>Writing Bend I</b> Research information based essays Taking and organize notes Outlining Peer feedback</li> <li>● <b>Writing Bend II</b> Draft and revise information books on focused topics, planning research organizational structure, transitions sentence complexity citing text</li> </ul>	<p><b>Reading Bend I</b></p> <ul style="list-style-type: none"> <li>● Studying characters' relationships</li> </ul> <p><b>Reading Bend II</b></p> <ul style="list-style-type: none"> <li>● Analyzing group related issues: considering power, perspective and tone</li> </ul> <p><b>Writing Bend I: Research based information writing (3-4 Weeks)</b></p> <ul style="list-style-type: none"> <li>● Write research based informational essay</li> </ul> <p><b>Writing Bend II: Draft and revise an informational book (3-4 Weeks)</b></p>
<ul style="list-style-type: none"> <li>● <b>Daily writing practice</b></li> </ul>	<ul style="list-style-type: none"> <li>● Daily written bell ringers (by paragraph or word count)</li> </ul>

