

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

<b>Course Title: English Language Arts</b>		
<b>School: Thomaston Center School</b>	<b>Grade: 6</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit One: Good vs. Evil</b>	<b>Unit Two: Choices We Make Impact Our Lives</b>	
<b>Unit Pacing: 8-9 weeks</b>	<b>Unit Pacing: 8-9 weeks</b>	
<p><b>Unit Overview:</b> In this unit students will analyze informational and narrative texts to learn about how a culture shapes the ideas of good and evil. Students will work independently and collaboratively to closely read and summarize a text. Students will write an unbiased summary of a text with a complete introductory paragraph, transition words and phrases, and a variety of sentence structures.</p>	<p><b>Unit Overview:</b> In this unit, students will read, watch, and/or listen to and analyze narrative texts. Students will understand the different types of characters in a text and how those characters' choices move the plot toward a resolution. For this unit, students will also write a personal narrative using the writing process. There are several times within the unit that students will be sharing work and ideas with their peers. By the conclusion of this unit, students should have the ability to independently compose a personal narrative that contains: proper grammar, structure, clear ideas, and reflection. A secondary goal is that students gain a deeper understanding of themselves, as personal narratives are essays that reflect one's unique experiences.</p>	
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do different cultures approach and develop ideas of good and evil?</li> <li>2. What is morality and what are the factors that have an impact on its development?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can a person's decisions and actions change his/her life?</li> <li>2. Why is it crucial to consider the effects of our words and deeds on other people?</li> </ol>	
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. (Reading) I can cite textual evidence to support my inferences. (CCSS.ELA-LITERACY.RL.6.1)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. (Reading) I can compare and contrast my experiences in reading, watching, and/or hearing different versions of a common text. (CCSS.ELA-LITERACY.RL.6.7)</li> </ol>	

<p>2. (Reading) I can write a summary that is free of opinions. (CCSS.ELA-LITERACY.RL.6.2)</p> <p>3. (Writing) I can use transitional words and phrases to clarify the relationships between sections, ideas, and information within my writing. (CCSS.ELA-LITERACY.W.6.3.C)</p> <p>4. (Writing) I can write introductions in which I effectively answer important questions for my reader, including my occasion, purpose and focus for writing. (CCSS.ELA-LITERACY.W.6.4)</p> <p>5. (Speaking and Listening) I can demonstrate understanding of a discussion by explaining key ideas and perspectives that were shared. (CCSS.ELA-LITERACY.SL.6.1.D)</p> <p>6. (Language) I can correctly write different types of sentences (simple, compound, complex, compound-complex). (CCSS.ELA-LITERACY.L.6.3.A)</p>	<p>2. (Reading) I can analyze how a plot moves toward a resolution based on the order in which events unfold and the changes characters experience. (CCSS.ELA-LITERACY.RL.6.3)</p> <p>3. (Writing) I can write narrative introductions in which I introduce characters(s), and a narrator, establish setting, and suggest a possible conflict. CCSS.ELA-LITERACY.W.6.3.A</p> <p>4. (Writing) I can purposefully use language, including descriptive and sensory details to enhance my narratives. (CCSS.ELA-LITERACY.W.6.3.D)</p> <p>5. (Speaking and Listening) I can create and deliver presentations in which I emphasize specific and important ideas and themes and use details, descriptions, and facts to reinforce their importance. (CCSS.ELA-LITERACY.SL.6.4)</p> <p>6. (Language) I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS.ELA-LITERACY.SL.6.4)</p>
<p><b>Unit Three: How We See the World</b></p>	<p><b>Unit Four: Understanding the Nature of an Issue</b></p>
<p><b>Unit Pacing: 8-9 weeks</b></p>	<p><b>Unit Pacing: 8-9 weeks</b></p>
<p><b>Unit Overview:</b> This unit introduces students to the concept of "point of view." Students will look at both nonfiction and fiction texts and analyze how point of view determines what information is included, reflects the author's bias, and conveys the theme. Students will then apply these concepts by creating their own versions of a fairy tale from a distinct point of view. Students will also learn the steps in the writing process and will work collaboratively to offer feedback to peers.</p>	<p><b>Unit Overview:</b> In this unit, students will analyze and write evidence-based arguments as they pertain to controversial issues. This unit develops students' abilities to analyze arguments from a range of perspectives. Students will analyze texts to determine a author's effectiveness in supporting his claims. Students also learn to develop, write, and revise their own evidence-based arguments.</p>

<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does an individual's point of view affect how he /she perceives the controversial issues in today's world?</li> <li>2. How can a person learn to accept and appreciate another individual's points of view?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I understand a controversial issue and develop/share my own views?</li> <li>2. Why is having values and beliefs important and how can we form them independently?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. (Reading) I can analyze examples of figurative, connotative, and technical language in a text to find out their intended meanings and/or the author's purpose for using such language. (CCSS.ELA-LITERACY.RL.6.4)</li> <li>2. (Reading) I can analyze how an author develops his or her point of view or purpose or that of a narrator in a text. (CCSS.ELA-LITERACY.RL.6.6)</li> <li>3. (Writing) I can use a writer's process and seek feedback from others to improve my writing. (CCSS.ELA-LITERACY.W.6.5)</li> <li>4. (Writing) I can use technology to enhance my writing and to connect my writing to a larger world of information and ideas. (CCSS.ELA-LITERACY.W.6.6)</li> <li>5. (Speaking and Listening) I can determine how information presented in different formats relates to a topic, text, or issue. CCSS.ELA-LITERACY.SL.6.2</li> <li>6. (Language) I can use punctuation to set off nonrestrictive/parenthetical elements in writing. (CCSS.ELA-LITERACY.L.6.2.A)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. (Reading) I can evaluate the strength of an argument based on the claims an author makes and the quality of evidence and reasons he or she uses to support those claims. (CCSS.ELA-LITERACY.RI.6.8)</li> <li>2. (Reading)I can compare and contrast works related to the same topic or theme, noting what is similar or different between them. (CCSS.ELA-LITERACY.RI.6.9)</li> <li>3. (Writing) I can use important evidence and relevant information in my writing to create strong arguments and to fully explore topics or ideas. (CCSS.ELA-LITERACY.W.6.2)</li> <li>4. (Writing) I can write effective conclusions in which I summarize without restating what I have written and leave the reader with an important final consideration. (CCSS.ELA-LITERACY.W.6.2.F)</li> <li>5. (Speaking and Listening) I can distinguish those claims an author supports with his reasons and evidence and those he does not support. (CCSS.ELA-LITERACY.SL.6.3)</li> <li>6. (Language) I can properly use intensive pronouns in my writing. (CCSS.ELA-LITERACY.L.6.1.B)</li> </ol>