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| **ELA Grade 6 Abbreviated Common Unit Frames** | |
| **Unit 1 Theme: Loyalty and Respect –Main Genre: Novels or Short Stories**  **Speaking and Listening:**  SL.1 Participate in small group or whole class discussions  **Grammar and Conventions:**  L.1 Demonstrate command of the conventions of standard English  L.1A Ensure that pronouns are in the proper case  **Vocabulary:** All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6  **Reading:** RF.1-RF.7-Foundations of Reading  RL.1-Cite textual evidence to support analysis  RL.2A – Theme; RL.2B Summary  RL.3A - Plot unfolds; RL.3B - Static and dynamic character  RL.4B –Mood  RL.5 Analyze Text Structure, RL.6A –Identify POV, RL.6B -How POV shapes message  RL.7 – Compare/Contrast reading a text to its audio, video or live version  RL.9-Compare/contrast texts of similar themes/topics  RL.10 Read grade level complex texts  RI.2A Determine central/main idea of an informational text  **Writing:**  W.3-Narrative on 1 text –real/ imagined events that demonstrate understanding of literary concepts  W.2- Literary Analysis essay on 2 texts (RL.3 Plot/Characterization)  W.2 - Literary Analysis on 2 texts (RL.7 Compare/Contrast a print text to multimedia version)  W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing  W.10 – Write routinely, W.11 – Forms, W.12 - Strategies | **Unit 2 Theme: Space and Time–Main Genre: Informational Texts**  **Speaking and Listening:**  SL.1-3 Participate in small group or whole class discussions; Give oral/multi-media presentations;Critically view oral/multi-media presentations  **Grammar and Conventions:**  L.1 Conventions; L.1B Use intensive pronouns; L.2A Commas, parentheses, dashes  **Vocabulary:** All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6  **Reading:** RF.1-RF.7-Foundations of Reading  RI.1-Cite textual evidence to support analysis  RI.2A - Central/Main Idea; RI.2B - Summary  RI.3-Analyze how a key individual, event, idea is introduced/ elaborated (examples, anecdotes).  RI.4A- Tone, RI.5-Analyze Text Structure, RI.6 Determine author’s POV/Purpose  RI.7- Integrate information from a text and charts, graphs, or statistics to aid understanding of topic  RI.8- Trace and evaluate the argument and specific claims in a text  RI.9-Compare and contrast one author’s presentation of events with that of another.  RI.10- Read grade level complex texts  RL.2A – Theme  **Writing:**  W.2 –Info Text Analysis Essay on 2 texts and 1 multimedia - RI.8- Trace and evaluate the strength of the argument and specific claims in a text  W.2- Info Text Analysis Essay on 2 texts – RI.6 Focus on point of view and Purpose  W.2 – Info Text Analysis Essay on 2 texts – RI.7- Integrate information from a text and charts, graphs, or statistics to aid understanding of topic  W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies |
| **Unit 3 Theme: Challenges and Obstacles–Main Genre: Poetry**  **Speaking and Listening:** SL.1 Participate in small group or whole class discussions  **Grammar and Conventions:** L.1 Conventions;L.1C Recognize and correct inappropriate shifts in pronoun number and person;L.1D Recognize and correct vague pronouns  **Vocabulary:** All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6  **Reading:** RF.1-RF.7-Foundations of Reading  RL.1-Cite textual evidence to support analysis  RL.2A - Theme; 2C – Paraphrase  RL.4A – Tone  RL.4C- Analyze imagery/figurative language; RL.4D-Analyze rhyme/repetition of sounds  RL.5 Analyze Text Structure  RL.9 – Compare/contrast texts of the similar themes/topics;  RL.10 - Read grade level complex texts  RI.2A-Determine main idea of an informational text  **Writing:**  W.2- Literary Analysis Essay on 2 poems (RL.2 Compare/Contrast poems of similar themes/topics)  W.2-Literary Analysis Essay on 2 poems (RL.5 Contribution of one section to theme)  W.2-Literary Analysis Essay on 2 texts (RL.9 Compare/contrast poem to a story w/similar topic/themes)  W.7 -Research-a short product **(**Paragraph/s)that answers a question  W.9 - Quote or paraphrase research, avoiding plagiarism  W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies | **Unit 4 Theme: Explorers, Pioneers, and Discoverers–Main Genre: Classical Literature/Drama**  **Speaking and Listening:** SL.1-3 Participate in small group or whole class discussions; Give oral/multi-media presentations;Critically view oral/multi-media presentations  **Grammar and Conventions:** Review ALL grammar standards  **Vocabulary:** All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6  **Reading:** RF.1-RF.7-Foundations of Reading  RL.1-Cite textual evidence to support analysis  RL.2A –Theme  RL.3A - Plot unfolds; RL.3B - Static and dynamic character  RL.4B –Mood  RL.5 Analyze Text Structure RL.6B -How POV shapes message.  RL.7 – Compare/Contrast reading a text to it’s an audio, video or live version  RL.9 –Compare/contrast texts of the similar themes/topics, RL.10 -Read grade level complex texts  RI.2A-Determine main idea of an informational text; RI.2B - Summary  **Writing:**  W.2 - Literary Analysis Essay on 2 texts (RL.7-Compare contrast reading literature and filmed/live version)  W.1-Argument/Persuasive Letter with research from multiple sources  W.7 –Research that answers a question; W8A - gather relevant information; W.8B - Assess credibility and accuracy of sources; W.9 - quote or paraphrase sources, avoiding plagiarism.  W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies |