

This document outlines the academic goals, the activities and materials used in the Sixth Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week 1__ to 36__	(1) Reading/Fluency.		
	A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Need to look for a resources and how to teach this. Maybe when prepare them for Spring reading test (TACs) I could come around and hear them reading?	
Week ____ to ____	(2) Reading/Vocabulary Development.		
?	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	Need to look for a resources and how to teach this. Everyday Spelling 6- units....	
2 20ish 1-36	(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	'Jerry Takes Off' and 'Tony and the Snark' (1:1) 'Clunk' words focus – Walk To Moons Chapters 24-26 and reading journal (Friday Independent Reading and Journal time). Multiple-Meaning Words – 'April's Mud' (1.3)) and/or ' Night of the Pomegranate'(3.5). For extra exposure this skill is also covered in (3.2), (4.5), (5.5),(6.4). Unfamiliar words – 'Tony and the Snark' (1.1), 'Hot Dogs and Bamboo Shoots' (1.4), 'A trouble Making Crow' (2.1), 'The Seven Wonders of the Ancient World' (4.4) and 'Elizabeth Blackwell' (3.1). For extra exposure this skill is also covered in (2.4), (4.4). 'Clunk' words sheet – used with reading log every 4 weeks. Introduce during W3. Everyday Spelling 6 – in every unit there is lots of scope for this. On week 2 start setting their word work as homework each week until we have a review test every six weeks.	
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1-36	(C) complete analogies	Vocabulary Book A	http://www.yogobtest.com/

	that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);	Everyday Spelling 6 – in every unit there is lots of scope for this. On week 2 start setting their word work as homework each week until we have a review test every six weeks.	
		Vocabulary Book A	
?	(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., <i>RSVP, que sera sera</i>); and	Need to look for a resources and how to teach this.	
?	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	Word lists given as homework every week. Ss need to sometimes use a dictionary to find the meaning of these words. Vocabulary Book A or 6th grade word lists for Ss who are behind or Spelling. Everyday Spelling 6 or 7 depending on how ahead they are). Dictionary sets (monolingual and bilingual); thesauruses (NEED MORE FOR MIDDLE SCHOOL!) do activity to check clunk words (as above). Dictionary handbook from Everyday Spelling 6 pages	http://www.vocabtest.com/
Weeks __ to __	(3) Reading/Comprehension of Literary Text/Theme and Genre.		
12 1-36 18-27	(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	Walk Two Moons Theme focus - reading journal (Friday) TAC Reading tests	http://www.tea.state.tx.us/student.assessment/taks/released-tests/archive/
18-27	(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and	?? A Trouble-Making Crow' (2.1) or Moroccan tales? TAC Reading tests	https://wiki.friscoisd.org/users/hazlewom/weblog/de277/ (I have saved as a PP on 6 th grade resources). http://www.tea.state.tx.us/student.assessment/taks/released-tests/archive/
18-27	(C) compare and contrast	Compare and contrast two books -	

	the historical and cultural settings of two literary works.	reading journal (Friday) Elizabeth Blackwell(3.1) + Wilma Unlimited + Louis Braille Teacher Resource Book Page 519 TAC Reading tests	http://www.tea.state.tx.us/student.assessment/taks/released-tests/archive/
Week ___ to ___	(4) Reading/Comprehension of Literary Text/Poetry.		
7 - 12	A) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to	List poems Acrostics Charge of the Light Brigade Ballad poems 'Ballad of Triangle Fire', 'On Top of Spaghetti' and 'Taxi' – focus on structure and sound devices (rhyme, rhythm, alliteration).	List poems + Acrostics - http://www.poetryteachers.com/poetclass/poetclass.html http://www.mrsfarnum.com/poetry.html Ballad Poems and resources available – http://www.studyguide.org/ballads.htm Charge of the Light Brigade - Worksheet resource
7-12	B) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	Season poems; Charge of the Light Brigade worksheets; Acrostic poems; list poems;	http://www.poetryteachers.com/poetclass/poetclass.html http://www.mrsfarnum.com/poetry.html (Season poem, Acrostics).
Week ___ to ___	(5) Reading/Comprehension of Literary Text/Drama.		
20-22	A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	Elizabeth Blackwell (3.1) supplemented with 'Literacy Skill Builder Unit 1' – Skill 20: Drawing Conclusions.	
20-22	B) explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	Need to look for a resources and how to teach this. There is a 1957 (!) film called 'The Blackwell Story' but this might be hard to locate and boring for students?! Alternative idea – Patch Adams – compare the link with Elizabeth?	
Weeks ___ to ___	(6) Reading/Comprehension of Literary Text/Fiction.		
14	(A) summarize the elements of plot development (e.g., rising	'Walk To Moons' Chapters 10-11 (Summarize parallel plots in the story) and summarize chapters 12-	

	action, turning point, climax, falling action, denouement) in various works of fiction;	13. End of book review – analyzing the elements of a story for 'Walk Two Moons'.	
13	(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	'Walk Two Moons' Unit - Chaps 1-3 (Alia has doc).	
13	(C) describe different forms of point-of-view, including first- and third-person.	Walk Two Moons 1-3 – making judgments; Playball and Teammates (1:2)	
(7) Reading/Comprehension of Literary Text/Literary Nonfiction.			
27-30	A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	Seven Wonders of the World Non-Fiction texts (4.4)	
18-27		TAC Reading tests	http://www.tea.state.tx.us/student.assessment/taks/released-tests/archive/
1 5	B) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	Writing a journal entry (Tony and Snark) 'Hot Dogs and Bamboo Shoots' (1.4)	
Week ___ to ___ (8) Reading/Comprehension of Literary Text/Sensory Language.			
15	A) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.	Walk Two Moons – Chapters 12-13 Visualizing (sensory detail and imagery).	
	B) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	'Writing Descriptive' – (2.2)	
Week ___ to ___ (9) Reading/Comprehension of Informational Text/Culture and History			
2	A) analyze, make	Teammates (1.2)	

4	inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Hot Dogs and Bamboo Shoots (1.4)	
27-30	B) compare and contrast the stated or implied purposes of different authors writing on the same topic.	Seven Wonders of the World'	
18-27		TAC Reading tests	http://www.tea.state.tx.us/student.assessment/taks/released-tests/archive/
Week __ to __	(10) Reading/Comprehension of Informational Text/Expository Text.		
31	(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	Essay – 'The Language of Art' (4) page 398.	
18-27		TAC Reading tests	http://www.tea.state.tx.us/student.assessment/taks/released-tests/archive/
32	(B) explain whether facts included in an argument are used for or against an issue;	Saving the Sound – Spill (2.5)	
27-30	(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	'The Seven Wonders of the Ancient World' – persuasive devices, structure and organizing ideas. Author's Purpose – 'The Gold Coin' (4.5)	
34			
23-26	(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	Louise Braille (biography) and Elizabeth Blackwell (drama).	
18-27		TAC Reading tests	http://www.tea.state.tx.us/student.assessment/taks/released-tests/archive/
Weeks __ to __	(11) Reading/Comprehension of Informational Text/Persuasive Text.		
23-24	(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and	Louis Braille (6.2) I don't think the textbook offers a culturally relevant option here so I will have to find my own...	
32	(B) identify simply faulty reasoning used in	Oil Spill Saving the Sound (2.5)	

Weeks ___ to ___	persuasive texts. (12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:		
24	(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and	Louis Braille (6.2) – following instructions to write something in 'braille' for others to read.	
2	(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	'Tony and the Snark'(1.1) – Map and atlas research skills(Teacher Resource Book page 18-19).	
Weeks ___ to ___	(13) Reading/Media Literacy.		
27-30	(A) explain messages conveyed in various forms of media;	Looking at how modern travel adverts try to convince people to visit the Seven Wonders of the Ancient World sites (idea for an activity – it doesn't exist yet!).	http://uktv.co.uk/eden/item/aid/610842 Get hold of some travel brochures for Egypt, Greece and Turkey
27-30	(B) recognize how various techniques influence viewers' emotions;	Linked in with the 7 Wonders of the Ancient World work - Tourist video on youtube on Egypt - Tourist video on youtube on Greece - Tourist video on youtube on Turkey -	http://www.youtube.com/watch?v=JNrrQHXS8wE http://www.youtube.com/watch?v=QQn-XAqCxEM&feature=related http://www.youtube.com/watch?v=9e-FeZebJQA
27-30	(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and	Tourist video on youtube on Egypt (as above) - Tourist video on youtube on Greece (as above). Tourist video on youtube on Turkey (as above).	http://www.youtube.com/watch?v=JNrrQHXS8wE http://www.youtube.com/watch?v=QQn-XAqCxEM&feature=related http://www.youtube.com/watch?v=9e-FeZebJQA
	(D) analyze various digital media venues for levels of formality and informality.		

Weeks __ to __	(14) Writing/Writing Process.		
2	(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Writing a newspaper article – Teammates (1.2)	
5		Autobiographical writing following 'Hot Dogs and Bamboo Shoots' (1.4).	
6		Personal Narrative – 'The Telephone Call' (1.5)	
1		Writing an informal letter with a real recipient.	
30		Writing an essay – 'Wilma Unlimited' (3.3)	
22		Write an additional scene of a play 'Elizabeth Blackwell.	
26		Writing an advertisement or editorial to persuade people to visit Morocco (4.4)	
3	(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	Writing a newspaper article – Teammates (1.2) – organized by most important information to least (pyramid newspaper structure).	
4		Autobiographical writing following 'Hot Dogs and Bamboo Shoots' (1.4) (sequence of events and cause and effect).	
6		Personal Narrative – 'The Telephone Call' (1.5) – cause and effect.	
1		Writing an informal letter with a real recipient.	
30		Writing an essay – 'Wilma Unlimited' - (3.3)	
26		Write a scene of a play 'Elizabeth Blackwell.	
26		Writing an advertisement or editorial to persuade.	
<u>As above</u>	(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or	Revise drafts of all of the above through peermarking in class and teacher marking.	

	larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;		
1-36	(D) edit drafts for grammar, mechanics, and spelling; and	Teacher Resource Book 6 th grade – spelling word lists for some students every couple of weeks which includes a text editing activity. Every couple of weeks complete grammar activity from this same book. Additional grammar available for some students via website - Peer marking writing tasks above and teacher marking.	Past simple and present perfect youtube video explanation – http://www.youtube.com/watch?v=vN7pP-5M2nU
As above	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Same tasks as above.	
<u>Weeks</u> <u>— to</u> <u>—</u>	(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:		
20	(A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view;(ii) a specific, believable setting created through the use of sensory details; and(iii) dialogue that develops the story; and	Final project after reading Walk Two Moons – a story about an important journey? (just an idea)	
7-12	(B) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length).	Season poems Mr Backwards Ballad poem – Ss bring in a news article which they use for the basis of a poem. Acrostic poems – graphic elements.	http://www.poetryteachers.com/poetclass/poetclass.html http://www.mrsfarnum.com/poetry.html
<u>Weeks</u> <u>— to</u> <u>—</u>	(16) Writing. Students write personal narrative that has a clearly defined focus and communicates the importance of or		

reasons for actions
and/or consequences.

(17) Writing/Expository
and Procedural Texts.
Students write
expository and
procedural or work-
related texts to
communicate ideas and
information to specific
audiences for specific
purposes. Students are
expected to:

	(A) create multi-paragraph essays to convey information about a topic that:(i) present effective introductions and concluding paragraphs;(ii) guide and inform the reader's understanding of key ideas and evidence;(iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs;	Personal narrative – my family (Walk Two Moons). Wilma Unlimited essay (3.3)	
1	(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	Writing an informal letter	
10 6 15	(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and	Charge of the Light Brigade – stupid or brave? The Telephone Call Walk Two Moons end of chapter 'after you read' questions.	
26	(D) produce a multimedia presentation involving text and graphics using available technology.	Presentation on research on someone who has achieved their goal.	
Weeks — to —	(18) Writing/Persuasive Texts.		
32	A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed	'Saving the Sound – Spill' (2.5) Nonfiction text with focus on persuasive devices and fact and opinion. Ss write a response essay to try and persuade people to do	Youtube clip of US oil spill in 2010 http://www.bbc.co.uk/news/world-us-canada-10848147 .

	and relevant evidence, and consideration of alternatives.	something that will improve Morocco (wildlife and the environment or other focus).	
Weeks — to —	(19) Oral and Written Conventions/Conventions.		
1-26	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs and active and passive voice); (ii) non-count nouns (e.g., rice, paper);(iii) predicate adjectives (She is <i>intelligent</i> .) and their comparative and superlative forms (e.g., many, more, most); (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;(vi) indefinite pronouns (e.g., all, both, nothing, anything);(vii) subordinating conjunctions (e.g., while, because, although, if); and(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	Teacher Resource Book has activities that cover all of the following and will be worked on for either half an hour class time each week or one homework each week – Pages	http://englishforeveryone.org/Topics/Verb%20Tenses.htm http://www.esl-galaxy.com/grammarsheets.html http://www.superteacherworksheets.com/pronoun.html
?	(B) differentiate between the active and passive voice and know how to use them both; and	Teacher Resource Book – weekly grammar slot.	
?	(C) use complete simple and compound sentences with correct subject-verb agreement.	Teacher Resource Book – weekly grammar/ punctuation slot.	
Weeks — to —	(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.		

1-36	(A) use capitalization for: (i) abbreviations; (ii) initials and acronyms; and (iii) organizations;	Teacher Resource Book – weekly punctuation/grammar slots.	
?	(B) recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and	Teacher Resource Book – weekly punctuation/grammar slots.	
26	(C) use proper mechanics including italics and underlining for titles of books.	Research module – teach this.	
Weeks ___ to ___	(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
1-36	(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	Spelling Book – 6 th grade.	
1-36	(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and	Spelling lists as part of the 6 th grade resource book. Differentiated spelling lists available as appropriate.	
26	(C) know how to use the spell-check function in word processing while understanding its limitations.	Teach this during research module time as spelling 15 minute weekly activity.	
Weeks ___ to ___	(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		
25	(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	At the end of reading some fiction and non-fiction texts about inspirational people (Elizabeth Blackwell, Teammates, Wilma Unlimited, Louis Braille), Ss have to plan to research someone has inspired them because they have achieved their life goal (despite obstacles). Teacher's resource book – page 519 'Writing Across texts' comparing	

		Louis Braille with Elizabeth Blackwell.	
25	(B) generate a research plan for gathering relevant information about the major research question.	Research planning resource needed.	
Weeks __ to __	(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		
25	(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	Computer room or encourage Ss to bring electronic devices to class.	
25-26	(B) differentiate between primary and secondary sources;	Need to make research collection proforma.	
25-26	(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	Ss make a powerpoint presentation to show their findings (computer room or personal computers needed).	
25-26	(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	Bibliography and research task practice sheet (Alia resource).	
25-26	(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	Bibliography and research task practice sheet (Alia resource).	
Weeks __ to __	(24) Research/Synthesizing Information.		
25-26	(A) refine the major research question, if necessary, guided by the answers to a secondary	Graphic organizer needed – tracking out research topic evolves during research. Self-evaluation format needed.	

	set of questions; and		
25-26	(B) evaluate the relevance and reliability of sources for the research.	Evaluation forms needed.	
Weeks ___ to ___	(25) Research/Organizing and Presenting Ideas.		
25-26	(A) compiles important information from multiple sources;	Research project outlined above.	
25-26	(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	Need to make a model presentation on PowerPoint to show what is needed of this research assignment.	
25-26	(C) presents the findings in a consistent format; and		
24	(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).		
Weeks ___ to ___	(26) Listening and Speaking/Listening.		
7-12	(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	Poetry module	
23	(B) follow and give oral instructions that include multiple action steps; and	Explain to someone else how to move from A – B or to perform other tasks when blindfolded (when studying Louis Braille and simulating blindness).	
15	(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.	Skill of paraphrasing developed Walk Two Moons Unit	
Weeks ___ to ___	(27) Listening and Speaking/Speaking		
25-26	A) to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	Presenting research for research project above.	Ss watch youtube clip of bad presentation skills and critique -

Weeks __ to __	(28) Listening and Speaking/Teamwork.		
1-36	A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	Before and during all texts studied, opportunities for small group discussion and whole group discussion.	

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