Sixth Grade English Language Arts
3rd Grading Period (5 weeks)

Power Objectives:
- Infer/interpret and cite text evidence. (6.R)
  - 6.RL/RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- See below for additional power objectives and supporting indicators.

Academic Vocabulary:
- connotative
- denotative
- connotation
- denotation
- point of view
- perspective
- literary elements
- mood
- tone (attitude)
- imagery
- visualization
- figurative
- convey
- Latin & Greek roots - affixes

Enduring Understandings:
- Literary text is a creative product that demonstrates style and craftsmanship.
- Readers create meaning by identifying and understanding the author’s craft.
- Readers can respond analytically to text when they understand the reason behind the author’s intentional choice of words, point of view and structure.
- Authors choose words carefully to convey their intended message.
- See below for additional Enduring Understandings.

Essential Questions:
- What is meant by author’s craft?
- Why do writers choose the words they do?
- What effect do the author’s words have on me, the reader?
- How is an author’s word choice important to establishing the mood of a piece of writing?
- How is the author’s tone reflected in his or her word choice?
- How do literary elements contribute to the development of meaning within a text?
- How does point of view affect a story?
Power Objectives and Supporting Indicators:

- **Analyze how authors shape meaning, tone and style of text. (6.R)**
  - 6.RL.4 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.
  - 6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.
  - 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- **Evaluate arguments and resolve conflicting views. (6.R)**
  - 6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- **Read and comprehend complex grade-level text. (6.R)**
  - 6.RL/RI.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems and literary nonfiction, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **Write Narratives. (6.W.3)**
  - 6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - 6.W.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - 6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - 6.W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - 6.W.3.e Provide a conclusion that follows from the narrated experiences or events.
Power Objectives and Supporting Indicators:

- **Write Narratives. (6.W.3)**
  - 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - 6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - 6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
  - 6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **Engage in collaborative conversations. (6.SL.1)**
  - 6.SL.1.a 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.
  - 6.SL.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - 6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - 6.SL.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- **Demonstrate command of the conventions of language. (6.L.1)**
  - 6.L.2.a Demonstrate command of the conventions: capitalization and punctuation (commas & parentheses to set off information).
  - 6.L.2.b Spell correctly.
  - 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
  - 6.L.3.b Maintain consistency in style and tone.
Power Objectives and Supporting Indicators:

- Determine the meaning of unknown words when reading grade-level text. (6.L.4)
  - **6.L.4.a** 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.
  - **6.L.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - **6.L.4.c** 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.
  - **6.L.4.d** 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).

- **6.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Demonstrate understanding of suggested meanings of words. (6.L.5)
  - **6.L.5.a** Interpret figures of speech (e.g., personification) in context.
  - **6.L.5.b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - **6.L.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Enduring Understandings:

- Words carry specific connotations that can manipulate the meaning of a text.
- Authors intentionally develop mood and tone through word choice and figurative language.
- Point of view (of characters, of authors, etc.) affects the story being told and the message being sent to an audience.
- Authors purposefully use literary devices to provide a personal experience for the reader.