



# 6<sup>th</sup> Grade English Language Arts Adv

## 6<sup>th</sup> Grade Language Arts Advanced – Year at a Glance

Course #1001020, #1001025

**A Note to Parents:** State standards require your student’s language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, and cultural spectrum. Students are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher’s goal is to create a safe learning environment for all students while actively engaging them in every aspect of literacy.

**Please note the units of study listed below indicate the course sequence. Instructional pacing may vary.**

### Course Description

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**General Notes:** The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
  - analysis of literature and informational texts from varied literary periods to examine:
    - text craft and structure
    - elements of literature
    - arguments and claims supported by textual evidence
    - power and impact of language
    - influence of history, culture, and setting on language
    - personal critical and aesthetic response
  - writing for varied purposes
    - developing and supporting argumentative claims
    - crafting coherent, supported informative/expository texts
    - responding to literature for personal and analytical purposes
    - writing narratives to develop real or imagined events
    - writing to sources (short and longer research) using text based claims and evidence
  - effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Cambridge Pre-AICE Program Note:** The Cambridge Pre-AICE is a prestigious college preparatory program. It is designed for advanced students with a commitment to excellence, and provides a more rigorous, faster-paced instruction in the core subjects of math, science, and language arts. Advanced students can obtain high school credits toward acceleration in the subjects of Geometry, Algebra, Physical Science, Spanish and Emerging Technology.<sup>3</sup>DATED 8/2022

## CPALM Link

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J Language Arts 1 Adv: <https://www.cpalms.org/PreviewCourse/Preview/4954>

M/J English 1 Cambridge Lower Secondary: <https://www.cpalms.org/PreviewCourse/Preview/7411>

	Unit of Study	Sample Texts
<b>Quarter 1</b> Aug 10 – Oct 12	<b><i>Conflicts and Clashes:</i></b> When do differences become conflicts?  <b><i>Novel Unit:</i></b> <b><i>Stargirl (Fiction)</i></b>	<ul style="list-style-type: none"> <li>• Rikki-Tikki-Tavi (Fiction)</li> <li>• The Wise Old Woman (Fiction)</li> <li>• Woodsong (Informational)</li> <li>• Nimona (Fiction)</li> <li>• Stargirl (Fiction)</li> <li>• Seventh Grade (Fiction)</li> <li>• The Eyes Have It (Fiction)</li> <li>• Mad (Poetry)</li> <li>• In the Year 1974 (Informational)</li> <li>• Thank You, M’am (Fiction)</li> </ul>
<b>Quarter 2</b> Oct 13 – Dec 22	<b><i>Highs and Lows:</i></b> What do we learn from love and loss?	<ul style="list-style-type: none"> <li>• Annabel Lee (Poetry)</li> <li>• Sonnet 18 (Poetry)</li> <li>• My Mother Pieced Quilts (Poetry)</li> <li>• Museum Indians (Informational)</li> <li>• The Walking Dance (Fiction)</li> <li>• Do not go gentle into that good night (Poetry)</li> <li>• Second Estrangement (Poetry)</li> <li>• Flesh and Blood So Cheap: The Triangle Fire and Its Legacy (Informational)</li> <li>• The Highwayman (Poetry)</li> <li>• My Father Is a Simple Man (Poetry)</li> <li>• Tangerine (Fiction)</li> <li>• My Mother Really Knew (Poetry)</li> </ul>
<b>Quarter 3</b> Jan 11 – Mar 11	<b><i>Chasing the Impossible:</i></b> What makes a dream worth pursuing?	<ul style="list-style-type: none"> <li>• We Beat the Street (Informational)</li> <li>• The First Americans (Argumentative)</li> <li>• The Words We Live By: Your Annotated Guide to the Constitution (Informational)</li> <li>• All Together Now (Argumentative)</li> <li>• Speech to the Young: Speech to the Progress-Toward (Poetry)</li> <li>• Mother Jones: Fierce Fighter for Workers’ Rights (Informational)</li> <li>• Letter to President Theodore Roosevelt (Argumentative)</li> <li>• The New Colossus (Poetry)</li> <li>• Machines, not people, should be exploring the stars for now (Argumentative)</li> <li>• Responses to “Machines, not people, should be exploring the stars for now” (Argumentative)</li> </ul>
<b>Quarter 4</b> Mar 22 – May 27	<b><i>Moment of Truth:</i></b> How can one event change everything?	<ul style="list-style-type: none"> <li>• No Dream Too High: Simone Biles (Informational Text)</li> <li>• The Yearling (Fiction)</li> <li>• The Boy Who Harnessed the Wind (Informational Text)</li> <li>• An Occurrence at Owl Creek Bridge (Fiction)</li> <li>• The Sonnet-Ballad (Poetry)</li> <li>• The Skin I’m In (Fiction)</li> <li>• Barrio Boy (Informational Text)</li> <li>• The Tequila Worm (Fiction)</li> <li>• Harrison Bergeron (Fiction)</li> <li>• The Last Human Light (from What If?) (Informational Text)</li> <li>• A Farewell Address to the Nation (Argumentative Text)</li> </ul>
<b>Unit 5 or to replace Unit 4</b>	<b><i>Novel Unit:</i></b> <b><i>The Giver (Fiction)</i></b>	

## Course Resources

**Core Textbook:**

Florida Studysync 7 (McGraw Hill) - students log in through MySCS: <https://my.sarasotacountyschools.net/>

**Other Resources:**

iReady- students log in through MySCS: <https://launchpad.classlink.com/sarasota>

Florida Assessment of Student Thinking (FAST) Portal <https://flfast.org/>

FAST Overview: <https://flfast.org/-/media/project/client-portals/florida-fast/pdf/fast-facts.pdf>

For additional supplemental resources, please see your child's syllabus.