



6th Grade English Language Arts

6th Grade English Language Arts - Year at a Glance

Course #1001010, #1001030

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

International Baccalaureate Middle Years Program Note: The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the program. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

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: <https://www.cpalms.org/PreviewCourse/Preview/4957>

M/J International Baccalaureate Language & Literature 1: <https://www.cpalms.org/PreviewCourse/Preview/3106>

	Unit of Study	Sample Texts
Quarter 1 Aug. 10th - Oct. 12th <i>Semester 1 Novel:</i> <i>Hatchet (Fiction)</i>	Testing our limits: What do we do when life gets hard? 	<ul style="list-style-type: none"> • Eleven (Fiction) • The Mighty Miss Malone (Fiction) • Scout's Honor (Fiction) • The Magic Marker Mystery (Drama) • Jabberwocky (Poetry)
Quarter 2 Oct. 13th - Dec. 21st <i>Semester 1 Novel:</i> <i>Hatchet (Fiction)</i>	You and Me: How do relationships shape us? In the Dark: How do you know what to do when there are no instructions?	<ul style="list-style-type: none"> • Teenagers (Poetry) • Eulogy of the Dog (Informational Text) • Black Ships Before Troy (Fiction) • The Voice in My Head (Informational Text) • We're on the Same Team (Informational Text) • The House on the Hill (Poetry) • The Circuit (Fiction) • Life Doesn't Frighten Me (Poetry) • Hatshepsut: His Majesty, Herself (Informational)
Quarter 3 Jan. 8th - March 7th <i>Semester 2 Novel Unit:</i> <i>Hoot (Fiction)</i>	Spiral review of state standards from previous units of study. True to Yourself: Who are you meant to be?	<ul style="list-style-type: none"> • Tableau (Poetry) • How Malcolm Learned to Read (Poetry) • Yet Do I Marvel (Poetry) • I, Too (Poetry) • Harriet Tubman: Conductor on the Underground Railroad (Informational) • How Malcolm Learned to Read (Poetry) • The Story Behind the Bus (Informational Text) • Rosa Parks My Story (Informational Text) • Speech to the National Council of Negro Women (Informational Text)
Quarter 4 March 18th - May 24th <i>Semester 2 Novel Unit:</i> <i>Hoot (Fiction)</i>	Personal Best: Which qualities of character matter most? Marking Your Mark: What's your story?	<ul style="list-style-type: none"> • Priscilla and the Wimps (Fiction) • All Summer in a Day (Fiction) • Bullying in Schools (Argumentative) • Two Viewpoints (Poetry) • A Long Walk to Water (Fiction) • I Am Malala (Informational Text) • Malala Yousafzai - Nobel Lecture (Informational) • Incidents in the Life of a Slave Girl (Informational)

		<ul style="list-style-type: none"> • Helen Keller (Poetry) • The Story of My Life (Informational) • The Miracle Work (Drama)
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Course Resources

Core Textbook:

Florida Studysync 6 (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.