



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 10 – Oct 12	<i>Testing our limits</i> 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) • How Malcolm Learned to Read Poetry) • Red Scarf Girl (Memoir) Hatchet (Fiction) • The Magic Marker Mystery (Drama) • The Good Samaritan (Fiction) • Jabberwocky (Poetry) • A Wrinkle in Time (Fiction)
Quarter 2 Oct 13 – Dec 22	<i>You and Me:</i> How do relationships shape us?	<ul style="list-style-type: none"> • Roll of Thunder, Hear My Cry (Fiction) • Teenagers (Poetry) • Tableau (Poetry) • Eulogy of the Dog (Informational Text) • The Voice in My Head (Informational Text) • We’re on the Same Team (Informational Text) • The House on the Hill (Poetry) • The Treasure of Lemon Brown (Fiction) • The Circuit (Fiction) • That Day (Poetry) • A Poem for My Librarian, Mrs. Long (Poetry)
Quarter 3 Jan 11 – Mar 11	<i>In the Dark</i> How do you know what to do when there are no instructions?	<ul style="list-style-type: none"> • Life Doesn’t Frighten Me (Poetry) • Elena (Poetry) • Hatshepsut: His Majesty, Herself (Informational) • Heroes Every Child Should Know: Perseus (Fiction) • The Lightning Thief (Fiction) • Yet Do I Marvel (Poetry) • I, Too (Poetry) • Donna O’Meara: The Volcano Lady (Informational) • Dare to be creative! (Informational) • Margaret Bourke-White: Fearless Photographer (Informational) • Everybody Jump (from What If?) (Informational)
Quarter 4 Mar 22 – May 27	<i>Personal Best:</i> Which qualities of character matter most?	<ul style="list-style-type: none"> • I Am Malala: The Girl Who Stood Up for Education and • Was Shot by the Taliban (Informational) • Malala Yousafzai - Nobel Lecture (Informational) • Priscilla and the Wimps (Fiction) • Letter to Xavier High School (Informational) • All Summer in a Day (Fiction) • Bullying in Schools (Argumentative) • Incidents in the Life of a Slave Girl (Informational) • Harriet Tubman: Conductor on the Underground

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| | | <ul style="list-style-type: none">• Railroad (Informational)• Freedom's Daughters: The Unsung Heroines of the Civil• Rights Movement from 1830 to 1970 (Informational)• Celebrities as Heroes (Argumentative)• Famous (Poetry) |
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Course Resources

Core Textbook:

Florida Studysync 6 (McGraw Hill) - students log in through MySCS: <https://launchpad.classlink.com/sarasota>

Other Resources:

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

FSA Practice: <https://fsassessments.org/families.html>

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