

Huntsville City Schools

2020 - 2021 Pacing Guide

6th Grade English Language Arts

Online Resources:

- EL Curriculum - <https://curriculum.eleducation.org/>
- Ellevation (link on Clever) - To access ELlevation you must be logged in using your school email and password
- Zinn Education - <https://www.zinnedproject.org>
- Teaching Tolerance – www.tolerance.org
- Facing History & Ourselves – www.facinghistory.org
- NewsELA - <https://newsela.com>
- ListenWise - <https://listenwise.com/>
- Lexile Determiner - <https://lexile.com/educators/tools-to-support-reading-at-school/tools-to-determine-a-books-complexity/the-lexile-analyzer/>
- Suggested 6th Grade Novel List - <https://www.boredteachers.com/books/50-must-read-books-for-6th-graders>
- Project Gutenberg (free ebooks under public domain) – www.gutenberg.org
- Marzano’s Vocabulary Acquisition process - <https://www.teachthought.com/literacy/vocabulary-instructional-strategies-marzanos-6-step-process/>
- Writing Fix - http://writingfix.com/6_traits/conventions.htm
 - A great resource for finding activities and reinforcements for conventions and parts of speech. This can be used for independently, or whole group. This website will cater to your lower level learners.
- Daily Grammar Practice book - <https://www.dgppublishing.com/>
 - A teacher at your school should have a copy of the Daily Grammar Practice book. This is a great way to continue instruction of grammar skills throughout the entire year. The cost of this book is low and is highly recommended to keep in your teacher toolkit, if you are unable to find your school copy.
- Academic Vocabulary words for 6th graders - <https://www.greatschools.org/gk/articles/academic-vocabulary-words-for-sixth-graders/>
 - Throughout the entire year, students must be exposed to new vocabulary and spelling terms. Below is a website that will provide some examples of sixth grade words.
- NoRedInk - <https://www.noredink.com/>
 - A free online tool to aid in the development and continuation of grammar and writing skills through relevant tasks. The Free version is useful and can help struggling students, as well as advanced learners.
- Refugee by Alan Gratz for Honors
 - <https://sd57.libguides.com/c.php?g=706720&p=5037620>
 - <https://sites.google.com/site/mrsdiazsteachingresources/refugee-2018>

Important Notes:

- Alabama Course of Study objectives are given by number
- The number of days listed are approximate and are padded to allow a little extra time for review and tests
- Standards below are listed by quarter and unit; however, standards should be taught throughout the entire year. In other words, once you teach a standard, students must be reassessed and practice the standard throughout the entire year.
- The resources listed for each section are effective. Teachers can still supplement with additional resources that may not be listed on this document.
- The five domains of ELA (Reading Literature, Reading Informational Texts, Writing, Speaking & Listening, and Language are integrated into one another and standards are taught throughout the year.)

Instructional Strategies:

ELLlevation: **Note:** Be sure to check the “Math Collection” for specific topic resources”

Build Background:

- * Brainstorm Walk
- * I Notice, I Wonder

Clarify Input:

- * “5 and 2”
- * Anchor Charts
- * Essential Questions
- * Guided Notes
- * “Teach! Teach!”
- * TPR

Fortify Output:

- * Find Your Match
- * Clock Buddies
- * Think, Write, Pair Share
- * Which Corner?

Foster Interactions:

- * “Don’t Mention it”
- * Find the Fib

Develop Academic Language:

- * 360 Words
- * Word Walls

Assess Language and Learning:

- * Wordless Books
- * Whiteboard Checkpoints
- * Differentiated Question Prompts

ARI/Instructional Strategies (Alabama Reading Initiative)

ARI represents the Alabama Reading Initiative. Below are ARI/Instructional strategies that can be easily adapted to work well with mathematics. Some of the strategies can be interchangeable between before, during, and after in lesson planning. There are many instructional strategies that can be used in the classroom and you are not limited to these alone. If you have other ARI/Instructional strategies that work well for you and your students, use them to assist with academic growth and development. Have fun experimenting with different strategies to reach all students and address the different learning styles.

Suggested time period	ARI/Instructional Strategy	Explanation/How to use the strategy
Before:	Admit Slip	<p>Purpose: 1) reflect on content of previous lesson or learned concept</p> <p>The admit-slip strategy requires students to write responses to questions you pose at the beginning of class. Admit slips help students reflect on what they have learned and express what or how they are thinking about the information. Admit slips easily incorporate writing into your content area classroom and require students to think critically.</p>
	KWL	<p>Purposes: 1) link prior knowledge to new information 2) generate questions to guide meaningful learning 3) create own meaning and learning from new text</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. On the whiteboard, on a handout, or on students' individual clean sheets, three columns should be drawn. 2. Label Column 1 K, Column 2 W, Column 3 L. 3. Before reading, viewing or listening, students fill in the Know column with words, terms, or phrases from their background or prior knowledge. If the students are drawing on a topic previously learned, then the K column may be topic related. But if the topic is something brand-new, and they don't know anything much about it, you should use the K column to have them recalling a similar, analogous, or broader idea. 4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, problems and charts that are found in the text or on a handout provided. This helps set their purpose for the lesson or concept and focuses their attention on key ideas. 5. After the math lesson and reading, students should fill in their new knowledge gained from the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they learned anything about the topic. This is the stage of metacognition: Does the student fully understand?
	Think Pair Share	<p>Purposes: There are a variety of uses for this activity</p> <ol style="list-style-type: none"> 1) Think. The teacher provokes students' thinking with a problem, question, prompt or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Quick Write	<p>Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.
	Turn and Talk/ Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Bell Ringer/Bell Work/Warm Up	<p>Bell ringers are questions or tasks posted before students enter the classroom. They are to be completed before class starts, or, as the name suggests, as the bell rings. Bell ringers provide benefits to both the student and the teacher in all classroom settings ranging from elementary to high school. Bell ringers help to encourage promptness, organization, responsibility, spark prior knowledge, reinforce concepts, promote student engagement and so much more.</p>
During:	Think Pair Share	<p>Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt, or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.</p>

	Turn and Talk/ Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the chalkboard. 2. Each student has two minutes to read the topic, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Jot Notes	<p>Jot Notes are basically lesson notes the students jot down before, during and after the lesson (in some cases) ...The notes can be given in a variety of formats or structures...Example: chart format, graphic organizer, table format, guided notes, foldables, etc....</p>
	Quadrant Cards / Frayer Model	<p>Purposes: 1) motivate students to engage in vocabulary study and expand vocabulary 2) Reinforce concepts etc.....</p> <p>Procedure:</p> <p>Divide a sheet of paper into four parts Adapt to meet your students' needs.... whether you want to emphasize on vocabulary, connecting concepts, or organizing steps or procedures for graphing or solving etc....</p>
	Venn Diagram	<p>Purpose: compare concepts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Draw two circles overlapping. Each circle represents a concept. 2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap. 3. Teacher should model the strategy first.

	Charts/Foldables	<p>Purposes: 1) engage with concept/lesson/text 2) construct graphic organizer/chart/foldable 3) self-monitor comprehension</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Create a Jot Chart, project on the whiteboard or produce a print copy for each student. The chart/matrix should be structured as follows. You can also use foldables to accomplish these tasks. <ul style="list-style-type: none"> o Main ideas/items for description or analysis are listed across the top of the chart. o Question/characteristics of the main concepts are listed down the left side of the chart. 2. Discuss the purpose of the chart with students before the assignment. Give an example of a completed chart to help clarify its functions. 3. Have students complete the chart or foldable as you go through the lesson or assign tasks to groups etc...As the teacher, you decide and adapt this to meet the needs of your students and what you want to accomplish from the task. 4. Discuss the students' findings and compile the results into a group chart. Stress the relationships between the data in the chart.
	Partner Learning	<p>Purpose: 1) To engage students in the content and spark meaningful discussions 2) To encourage collaboration and improve knowledge among students 3) Promote socialization and boost self-esteem 4) Reinforce concepts taught through open questioning and answer sessions</p> <p>Procedure: The students are paired up and given a task to complete together; open discussions, sharing of ideas, writing, final product presentation, etc....</p>
	Concept Map	<p>Purpose: activate and organize knowledge about a specific topic</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Select the main idea or topic of discussion; write it on a chart, overhead, or whiteboard; and put a circle around it. 2. Have students brainstorm subtopics; knowledge related to the topic. Use lines to connect to the main topic. 3. Have students brainstorm specific vocabulary, ideas, mathematical knowledge related to each subtopic. Record these ideas beneath each subtopic. Add new knowledge to the concept map as learning progresses.
	Graphic Organizer	<p>Purposes: 1) provide a visual model of the structure of lesson and 2) provide a format for organizing information and concepts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the graphic organizer to the students. Demonstrate how it works by noting key concepts and ideas on the organizer. 2. Have groups of students practice using the graphic organizer with ideas from independently read mathematical text and/or mathematical information presented during lessons. Students can share their ideas with the class. 3. Choose an organizer that matches what you want to accomplish with your students for the topic or lesson.

	Jigsaw	<p>Purposes: 1) engage with mathematical concept or text 2) self-monitor comprehension 3) integrate new information with prior knowledge 4) respond to mathematical concept or text through discussion</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher. 2. Members of the teams with the same topic meet in an expert group with a variety of resource materials and texts available to explore their topic. 3. The students prepare how they will teach the information to others. 4. Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes. 5. Team members listen and take notes as their classmate teaches them
After:	Cooperative Learning/ Partner Learning/Practice	<p>Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. Each group is given a task or assignment to complete. Often a record keeper and team leader are assigned to keep everyone on task. Collaboration and discussion are expected with a final assignment or project completed and submitted. Open discussions between the teacher and/or students can occur during class as well.</p>
	Stations/ Carousels etc....	<p>Purposes: This strategy can fit almost any purpose developed.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher determines what topics/lessons will be placed on chart paper. 2. Chart paper is placed on walls around the room. 3. Teacher places students into groups of three- four. 4. Students begin at a designated chart. 5. They read the question or phrase, discuss with group, and respond directly on the chart or assigned task sheet. 6. After an allotted amount of time, students rotate to next chart. 7. Students read next question and records new response or discussion points. 8. Continue until each group has responded to each prompt. 9. Teacher shares information from charts and conversations heard while responding. <p>** This strategy can be modified by having the chart “carousel” to groups, rather than groups moving to chart.</p>

	Exit slip	<p>Purpose: 1) reflect on content of lesson</p> <p>The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically.</p> <p>There are three categories of exit slips (Fisher & Frey, 2004):</p> <ul style="list-style-type: none"> • Prompts that document learning, <ul style="list-style-type: none"> o Ex. Write one thing you learned today. o Ex. Discuss how today's lesson could be used in the real world. • Prompts that emphasize the process of learning, <ul style="list-style-type: none"> o Ex. I didn't understand... o Ex. Write one question you have about today's lesson. • Prompts to evaluate the effectiveness of instruction <ul style="list-style-type: none"> o Ex. Did you enjoy working in small groups today?
	Turn and Talk/Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

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	Quick Write	<p>Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.

	Hands on Activity/ Graphs, charts, diagrams, etc.	Hand on activities are simply activities which students physically in some way connect with their learning...writing, drawing, graphing, demonstration through movement, use of manipulatives etc.... Hands-on activities are especially important in the classroom because it allows students to engage in kinesthetic learning. Educational studies have shown that kinesthetic learning, where a student performs some type of physical activity rather than just listening to a lecture, is the most popular type of learning with students - doing or working on something before, during, and/or after the lesson, helps them to gain a better understanding of the material. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. It also encourages students to collaborate with their peers and share information from different perspectives.
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Formatting:

- Honors or advanced material is highlighted in blue. Example: **Advanced: Page 145 #75-86**
- Remediation is highlighted in yellow. Example: **Remediation: Small group on fractions**

Huntsville City Schools 2020 - 2021 Pacing Guide 6th Grade English Language Arts

First Semester

1st 9 – weeks (August 17 – October 23)

44 instructional days; 22 A-Days and 22 B-Days

Time Period	Unit Topic	Standards	Resources
1 st 9-Weeks	Language Conventions	<p>L.6.1–Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L.6.3–Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>https://www.huntsvillecityschools.org/departments/secondary-instruction/2020-summer-reading</p> <p>Writing Fix - http://writingfix.com/6_traits/conventions.htm</p> <p>Remediation: Students may need small group instruction over basic grammar and writing conventions (i.e., parts of speech and formatting).</p> <p>Advanced: Advanced Students should begin practicing using Daily Grammar Practice. A teacher at your school should have a copy of the Daily Grammar Practice book. This is a great way to continue instruction of grammar skills throughout the entire year. The cost of this book is low and is highly recommended to keep in your teacher toolkit, if you are unable to find your school copy. Sample resources can be found at the below website. https://www.dgppublishing.com/</p>

	<p>Vocabulary, Word Relationships, Spelling, and Multiple Meaning Words</p>	<p>L.6.5b—Use the relationship between particular words (i.e. cause/effect, part/whole, item/category) to better understand each of the words</p> <p>L.6.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.4c—Consult reference materials (i.e. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning of its part of speech.</p> <p>L.6.2b—Spell correctly.</p>	<p>This lesson is a cross-curricular activity that focuses on a History article. This lesson will help cover L.6.6 and L.6.4 standards. https://app.ellevationeducation.com/Strategies/Collections/Details/460</p> <p>Throughout the entire year, students must be exposed to new vocabulary and spelling terms. Below is a website that will provide some examples of sixth grade words. https://www.greatschools.org/gk/articles/academic-vocabulary-words-for-sixth-graders/</p> <p>The below link should provide an example of one way that you can introduce vocabulary terms. file:///home/chronos/u-ce938178d3b03f1facb6fc57f44ffd20b3592b0f/MyFiles/Downloads/4.%20%20ELA%206%20Unit%201%20Vocabulary.pdf</p> <p>Below, you will find a link that should help you explain the importance of study skills within the classroom. Often, 6th graders need a refresher on how and what to study. The link below should help students understand why meaningful studying is necessary. https://www.educationcorner.com/habits-of-successful-students.html</p> <p>Remediation: Start students off slowly with their vocabulary terms. Gradually add more terms until they can successfully complete a vocabulary assessment with several words and several choices. Sixth graders often lack study skills, if this is the case in your classroom please look at the study skills resources above.</p> <p>Advanced: When focusing on Vocabulary and Vocabulary Assignments, ask students to utilize new words in sentences as well as identifying their definitions. “I am Riddles” are great to help bump up the rigor with vocabulary assignments. The link below should help explain what an “I am Riddle” is. https://www.educationworld.com/a_curr/vocabulary-complexity-increasing-rigor.shtml</p>
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	Speaking and Listening Skills	<p>SL.6.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1b—Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>Below is a basic rubric for reviewing Speaking and Listening Skills in Class with Students. At the beginning of the school-year, be sure to set clear and concise expectations for how you expect students to attain speaking and listening goals. https://www.readingrockets.org/content/pdfs/Oral%20Presentation%20Checklist.pdf</p> <p>Remediation: With all speaking and listening assignments and assessments, allow students who may have extenuating circumstances the option to work in a small group. Additionally, students may need small group instruction or coaching on how to present and communicate effectively within the classroom setting.</p> <p>Advanced: Gallery Walks are great ways to showcase student work and can be easily be partnered with a text dependent and, or cross-curricular assignment. More information on Gallery Walks can be found through the link below. https://www.theteachertoolkit.com/index.php/tool/gallery-walk</p>
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2nd 9 – weeks (October 26 – December 22)
38 instructional days; 19 A-Days and 19 B-Days

Time Period	Unit Topic	Standards	Resources
2 nd 9-Weeks	Language Conventions	L.6.2–Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<p>The below link can be found on the ALEX. This is a creative writing assignment that can be used to practice language conventions with students while focusing on writing. http://readwritethink.org/classroom-resources/lesson-plans/alphabiography-project-totally-937.html</p> <p>Remediation: Students will need help formatting their writing as well as coming up with ideas. Through small and, or whole group instruction, brainstorm with students writing ideas as well as sentence stems to get students going.</p> <p>Advanced: Instead of having students focus on themselves for this assignment, you may adapt the assignment and lesson to have students write and focus on another individual in the classroom.</p>
	Figurative Language	<p>L.6.5–Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5a–Interpret figures of speech (i.e. personification, metaphor) in context.</p> <p>L.6.5c–Distinguish among the connotations (associations) of words with similar denotations (definitions) (i.e. stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>Cornell Notes is a note taking strategy that allows students to focus on the bigger picture rather than looking at content in isolation. Below is a short video that should provide better insight as to how to better utilize Cornell Notes in your classroom. https://www.youtube.com/watch?v=ErSjc1PEGKE</p> <p>Below, this link will provide you with a foundational lesson over connotations and denotations. Please note that this lesson is only foundational and will need to be adapted for the needs of your learners. https://www.texasgateway.org/resource/denotation-and-connotation-english-i-reading</p> <p>Remediation: Small group and, or whole group with students to review the different types of figurative language. Students may need a refresher on this content before looking for figurative language in text.</p> <p>Advanced: The link below is an awesome resource for high level learners when discussing connotations and denotations. This activity yields high classroom participation as well as rigorous thinking through a meaningful lesson. https://www.fergusonhs.org/Literacy%20Archive/Archive%20Files/3rd%20Grading%20Period/March%2010%20to%2014%20connotation%20denotation%20for%20lower%20levels.pdf</p>

	<p>Greek and Latin Roots</p>	<p>L.6.4b–Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (i.e. audience, auditory, audible).</p>	<p>The link below may help students who are struggling with Greek and Latin Roots. This website offers a plethora of different lower level lessons and activities that may be used to help students. https://www.internet4classrooms.com/grade_level_help/language_roots_language_arts_sixth_6th_grade.htm</p> <p>Greek and Latin Roots are integral parts of the middle school curricula. Below is a great resource to ensure that students are practicing Greek and Latin Roots throughout the year. https://www.sadlier.com/school/ela-blog/5-ways-to-integrate-greek-latin-roots-prefixes-suffixes-into-vocabulary-routines</p> <p>Remediation: Students may struggle with memorizing the various Greek and Latin Roots. Small group with students who may need more practice. Additionally, you may introduce Greek and Latin Roots through Vocabulary assignments or through chunking.</p> <p>Advanced: Students can be asked to participate in a word study. Students are given 2-5 Greek or Latin root words and asked to identify the origin(s) of those words. This activity partners very well if students are interested in Greek mythology (Percy Jackson and the Lightning Thief).</p>
	<p>Context Clues</p>	<p>L.6.4a–Use context (i.e. 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.</p> <p>L.6.4d–Verify the preliminary determination of the meaning of a word or phrase (i.e. by checking the inferred meaning in context or in a dictionary).</p>	<p>The website below is a great resource that helps students purposefully focus and manipulate the meaning(s) of unknown words through context. http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html</p> <p>Remediation: Students who may struggle with Context Clues may benefit from a small group session. Below is a website with a plethora of Context Clues review sheets that may benefit a struggling learner. https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/</p> <p>Advanced: The lesson below is great for taking Context Clues a step further. Students will be asked to identify unknown words through short pieces and then compare their definitions to those of their peers. http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4</p>

	Speaking and Listening Skills	<p>SL.6.1c–Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1d–Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>The below lesson plan is a foundational lesson plan for SL.6.1c https://sharemylesson.com/standards/nga-center-ccsso/ccss.ela-literacy.sl.6.1.c</p> <p>Remediation: With all speaking and listening assignments and assessments, allow students who may have extenuating circumstances the option to work in a small group. Additionally, students may need small group instruction or coaching on how to present and communicate effectively within the classroom setting.</p> <p>Advanced: Advanced students, as well as students who are comfortable presenting, would benefit in participating in a Fishbowl activity. The link below can provide more information on how to effectively execute a Fishbowl Activity in the classroom. https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl</p>
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Second Semester

3rd 9 – weeks (January 4 – March 12)

48 instructional days; 24 A-Days and 24 B-Days

Time Period	Unit Topic	Standards	Resources
3 rd 9-Weeks	Subject-Verb Agreement with Prepositional Phrases and Pronouns	<p>L.6.1AL–Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. (Alabama)</p> <p>L.6.1c–Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1d–Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).</p>	<p>NoRedInk - https://www.noredink.com/</p> <p>Remediation: Attached below is a very simple activity to get students thinking about Preposition Phrases. This activity can be done whole or small group and only takes about 5 minutes-this can also be utilized to activate prior knowledge at the beginning of a lesson. https://www.education.com/lesson-plan/get-down-with-prepositional-phrases/</p> <p>Advanced: The link below should provide you with a poem writing activity that can be utilized to help students improve their writing skills while still maintaining a focus on prepositional phrases and inverted word order. http://readwritethink.org/classroom-resources/lesson-plans/slipping-sliding-tumbling-reinforcing-965.html?tab=1#tabs</p>
	Punctuation with Nonrestrictive and Parenthetical Elements	<p>L.6.2a–Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.</p>	<p>The lesson below provides students with a meaningful learning experience that focuses on Nonrestrictive and parenthetical elements and the associated punctuation. https://betterlesson.com/lesson/581526/revision_stations?from=search</p> <p>Remediation: Attached below is a link that will provide you with a very basic review of nonrestrictive and parenthetical elements. At this point, students should be able to identify the order and punctuation associated with nonrestrictive or parenthetical elements. https://www.pbslearningmedia.org/resource/ela-lesson-16-grade-6/ela-lesson-16-punctuation-for-nonrestrictive-elements/</p> <p>Advanced: Once students understand the basic principles of nonrestrictive and parenthetical elements in writing, have students apply their knowledge by writing a narrative with dialogue.</p>

	Speaking and Listening Skills	<p>SL.6.2—Interpret information presented in diverse media and formats (i.e. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3—Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4—Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>The below link is a practical use activity of the Standard SL.6.2 https://www.engageny.org/resource/grade-6-ela-module-4-unit-1-lesson-9</p> <p>Remediation: With all speaking and listening assignments and assessments, allow students who may have extenuating circumstances the option to work in a small group. Additionally, students may need small group instruction or coaching on how to present and communicate effectively within the classroom setting.</p>
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4th 9 – weeks (March 15 – May 28)
 46 instructional days; 23 A-Days and 23 B-Days
 +4 Exam Days

Time Period	Unit Topic	Standards	Resources
4 th 9-Weeks	Pronoun Cases	L.6.1a—Ensure that pronouns are in the proper case (subjective, objective, possessive).	<p>The link below is a great resource that should help students visualize the basic principles of pronoun cases. https://owl.purdue.edu/owl/general_writing/grammar/pronouns/pronoun_case.html</p> <p>Remediation: The lesson below is a great way to get students who need practice with pronoun cases ready to go! I would recommend doing this activity through centers or in a small group setting. https://betterlesson.com/lesson/521645/i-need-a-sub?from=search another option includes: https://betterlesson.com/lesson/522193/subject-or-object?from=search</p> <p>Advanced: Typically, students are able to grasp pronoun cases fairly quickly and proper usage should continually be practiced throughout student writing and speaking.</p>
	Vocabulary Usage	L.6.6—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.	<p>6th Grade students generally struggle with dictionary skills. Below is a link that should direct you to a foundational lesson that will help your students with dictionary skills. https://www.teachingenglish.org.uk/sites/teacheng/files/Lesson_plan_secondary_dictionary_skills.pdf</p> <p>Remediation: At this point in the school year, students should be using vocabulary words frequently and correctly. Using a word map to help increase review of words and student understanding is an excellent way to help students with the meaning(s) of new words.</p> <p>Advanced: Quadrant cards can be utilized for students to make meaningful, authentic connections with new words and their meaning(s).</p>

	Sentence Patterns, Styles, and Tones	<p>L.6.3a—Vary sentence patterns for meaning, reader or listener interest, and style.</p> <p>L.6.3b—Maintain consistency in style and tone.</p> <p>L.6.1e – Recognize variations from Standard English in their own and others’ writing and speaking and identify and use strategies to improve expression in conventional language.</p>	<p>The link below should direct you to a plethora of resources and videos that can be used with students when discussing sentence patterns. https://study.com/academy/topic/6th-grade-language-arts-sentence-types-components.html</p> <p>Remediation: Students may need a review of sentence types in order to be successful in style consistency. The website below has some review styled activities that can be done in small group to help students who need a refresh. https://www.englishworksheetsland.com/grade6/9style.html</p> <p>Advanced: Attached is a sample lesson that asks students to write about a meaningful topic. This activity can be adapted to cover and assess multiple ELA and Reading standards. http://readwritethink.org/classroom-resources/lesson-plans/color-world-expanding-meaning-30559.html</p>
	Speaking and Listening Skills	<p>SL.6.1a—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.</p> <p>SL.6.3—Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.5—Include multimedia components (i.e. graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>The link below will direct you to a sample lesson of a short, research-based assignment where students are asked to research a topic and then support and share their findings with their group, or class. This would be a great formative assessment of speaking and listening skills. https://betterlesson.com/lesson/594712/what-is-an-endangered-animal?from=cc_lesson</p> <p>Remediation: With all speaking and listening assignments and assessments, allow students who may have extenuating circumstances the option to work in a small group. Additionally, students may need small group instruction or coaching on how to present and communicate effectively within the classroom setting.</p>