



English/ Language Arts
Pre-Advanced Placement Language Arts
Grade 6

| Unit Name Embracing Diversity | | Sixth 6 Weeks | |
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| Date Taught | TEKS and AP Required Elements | Content/Vocabulary | Guiding Questions |
| | <p>6.1A Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.</p> <p>6.1B Eliminate barriers to effective listening.</p> <p>6.1C Understand the major ideas and supporting evidence in spoken messages.</p> <p>6.1D Listen to learn by taking notes, organizing, and summarizing spoken ideas.</p> <p>6.2A Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.</p> <p>6.2B Identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda.</p> <p>6.2C Distinguish between the speaker's opinion and verifiable fact.</p> <p>6.2D Monitor his/her own understanding of the spoken message and seek clarification as needed.</p> <p>6.2E Compare his/her own perception of a spoken message with the perception of others.</p> <p>6.2F Evaluate a spoken message in terms of its content, credibility, and delivery.</p> <p>6.3A Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.</p> <p>6.3B Analyze oral interpretations of literature for effects on the listener.</p> <p>6.3C Analyze the use of aesthetic language for its effects</p> | <p>Close Reading Reading Strategies Annotation Determining Author's Purpose Generalization Inference Paraphrase Seminar/Discussion Summary Literary Elements Character Detail Diction Imagery Mood Theme Figures of Speech Literary Techniques Allusion Argumentation cause/effect classification comparison/contrast emotional appeals logical appeals Irony Symbolism Literary Forms Drama Fiction Nonfiction Verse Elements of Research Ethics of Research Teacher Provided Sources Use of Print Sources</p> | <p>How do personal experiences impact society's idea of diversity?</p> |



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| <p>6.4A Connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening.</p> <p>6.4B Compare oral traditions across regions and cultures.</p> <p>6.4C Identify how language use such as labels and sayings reflects regions and cultures.</p> <p>6.5A Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.</p> <p>6.5B Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information.</p> <p>6.5C Present dramatic interpretations of experiences, stories, poems, or plays to communicate.</p> <p>6.5D Generate criteria to evaluate his/her own oral presentations and the presentations of others.</p> <p>6.5E Use effective rate, volume, pitch, and tone for the audience and setting.</p> <p>6.5F Clarify and support spoken ideas with evidence, elaborations, and examples.</p> <p>6.6A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.</p> <p>6.6B Use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able.</p> <p>6.6C Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.</p> <p>6.7A Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).</p> <p>6.7B Read regularly in instructional-level materials that are challenging but</p> | <p>Use of the Internet</p> | |
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| <p>manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader).</p> <p>6.7C Demonstrate characteristics of fluent and effective readers.</p> <p>6.7D Adjust reading rate based on purposes for reading.</p> <p>6.7E Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.</p> <p>6.7F Read silently with increasing ease for longer periods.</p> <p>6.8A Read classic and contemporary works.</p> <p>6.8B Select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure.</p> <p>6.8C Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing.</p> <p>6.8D Read to take action such as to complete forms, make informed recommendations, and write a response.</p> <p>6.9A Develop vocabulary by listening to selections read aloud.</p> <p>6.9B Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies.</p> <p>6.9C Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage.</p> <p>6.9D Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-.</p> <p>6.9E Study word meanings systematically such as across curricular content</p> | | |
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| <p>areas and through current events.</p> <p>6.9F Distinguish denotative and connotative meanings.</p> <p>6.9G Use word origins as an aid to understanding historical influences on English word meanings.</p> <p>6.10A Use his/her own knowledge and experience to comprehend.</p> <p>6.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.</p> <p>6.10C Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions.</p> <p>6.10D Describe mental images that text descriptions evoke.</p> <p>6.10E Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.</p> <p>6.10F Determine a text's main (or major ideas) and how those ideas are supported with details.</p> <p>6.10G Paraphrase and summarize text to recall, inform, or organize ideas.</p> <p>6.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p> <p>6.10I Find similarities and differences across texts such as in treatment, scope, or organization.</p> <p>6.10J Distinguish fact and opinion in various texts.</p> <p>6.10L Represent text information in different ways such as in outline,</p> | | |
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| <p>timeline, or graphic organizer.</p> <p>6.10M Use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.</p> <p>6.11A Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts.</p> <p>6.11B Interpret text ideas through such varied means as journal writing, discussion, enactment, and media.</p> <p>6.11C Support responses by referring to relevant aspects of text and his/her own experiences.</p> <p>6.11D Connect, compare, and contrast ideas, themes, and issues across text.</p> <p>6.12A Identify the purposes of different types of texts such as to inform, influence, express, or entertain.</p> <p>6.12B Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry.</p> <p>6.12C Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.</p> <p>6.12D Understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts).</p> <p>6.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.</p> <p>6.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.</p> | | |
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| <p>6.12G Recognize and analyze story plot, setting, and problem resolution.</p> <p>6.12H Describe how the author's perspective or point of view affects the text.</p> <p>6.12I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.</p> <p>6.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism.</p> <p>6.12K Recognize how style, tone, and mood contribute to the effect of the text.</p> <p>6.13A Form and revise questions for investigations, including questions arising from readings, assignments, and units of study.</p> <p>6.13B Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information.</p> <p>6.13C Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.</p> <p>6.13D Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p> <p>6.13E Summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.</p> <p>6.13F Produce research projects and reports in effective formats for various audiences.</p> <p>6.13G Draw conclusions from information gathered from multiple sources.</p> <p>6.13H Use compiled information and knowledge to raise additional, unanswered questions.</p> | | |
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| | <p>613I Present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.</p> <p>6.14A Compare text events with his/her own and other readers' experiences.</p> <p>6.14B Determine distinctive and common characteristics of cultures through wide reading.</p> <p>6.14C Articulate and discuss themes and connections that cross cultures.</p> <p>6.15A Write to express, discover, record, develop, reflect on ideas, and to problem solve.</p> <p>6.15B Write to influence such as to persuade, argue, and request.</p> <p>6.15C Write to inform such as to explain, describe, report, and narrate.</p> <p>6.15D Write to entertain such as to compose humorous poems or short stories.</p> <p>6.15E Select and use voice and style appropriate to audience and purpose.</p> <p>6.15F Choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions.</p> <p>6.15G Use literary devices effectively such as suspense, dialogue, and figurative language.</p> <p>6.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording.</p> | | |
| | <p>6.16A Write legibly by selecting cursive or manuscript as appropriate.</p> <p>6.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and</p> | <p><u>Grammar</u> Clauses Dependent/Subordinate Independent</p> | |



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| <p>sentence punctuation.</p> <p>6.16C Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns.</p> <p>6.16D Write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-.</p> <p>6.16E Use resources to find correct spellings.</p> <p>6.16F Spell accurately in final drafts.</p> <p>6.16G Understand the influence of other languages and cultures on the spelling of English words.</p> <p>6.17A Use regular and irregular plurals correctly.</p> <p>6.17B Write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses.</p> <p>6.17C Use conjunctions to connect ideas meaningfully.</p> <p>6.17D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.</p> <p>6.17E Use prepositional phrases to elaborate written ideas.</p> <p>6.17F Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.</p> <p>6.17G Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive.</p> <p>6.17H Write with increasing accuracy when using apostrophes in contractions</p> | <p>Sentences Purpose Structure</p> <p>Syntax Techniques <u>Composition</u> Types (modes) Persuasive (argumentative) challenge defend persuasive appeals emotional logical request</p> <p>Multiple Mode The Process of Composition Prewriting Drafting Revision of Multiple Drafts Editing</p> <p>Structural Elements Introduction Body Conclusion</p> <p>Style/Voice Experimentation with Sentence Variety</p> <p>Use of Technology</p> | |
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| | <p>such as doesn't and possessives such as Maria's.</p> <p>6.17I Write with increasing accuracy when using pronoun case such as "He and they joined him."</p> <p>6.18A Generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs.</p> <p>6.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.</p> <p>6.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p>6.18D Revise drafts for coherence, progression, and logical support of ideas.</p> <p>6.18E Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.</p> <p>6.18F Use available technology to support aspects of creating, revising, editing, and publishing texts.</p> <p>6.18G Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive.</p> <p>6.18H Proofread his/her own writing and that of others.</p> <p>6.18I Select and use reference materials and resources as needed for writing, revising, and editing final drafts.</p> <p>6.19A Apply criteria to evaluate writing.</p> <p>6.19B Respond in constructive ways to others' writings.</p> <p>6.19C Evaluate how well his/her own writing achieves its purposes.</p> | | |
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| <p>6.19D Analyze published examples as models for writing.</p> <p>6.20A Frame questions to direct research.</p> <p>6.20B Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer.</p> <p>6.20C Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches.</p> <p>6.20D Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines.</p> <p>6.20E Present information in various forms using available technology.</p> <p>6.20F Evaluate his/her own research and raise new questions for further investigation.</p> <p>6.20G Follow accepted formats for writing research, including documenting sources.</p> <p>6.21A Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms.</p> <p>6.21B Correspond with peers or others via e-mail or conventional mail.</p> <p>6.22A Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.</p> <p>6.22B Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.</p> <p>6.22C Use media to compare ideas and points of view.</p> <p>6.23A Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent</p> | | |
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| | <p>meanings.</p> <p>6.23B Compare and contrast print, visual, and electronic media such as film with written story.</p> <p>6.23C Evaluate the purposes and effects of varying media such as film, print, and technology presentations.</p> <p>6.23D Evaluate how different media forms influence and inform.</p> <p>6.24A Select, organize, or produce visuals to complement and extend meanings.</p> <p>6.24B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.</p> <p>6.24C Assess how language, medium, and presentation contribute to the message.</p> | | |
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