

New Course Scope and Sequence Template

Course Title: Reading and Language Arts Grade 6						
Curriculum Guide Description:						
Scope and Sequence						
Reading Complex Texts RL/RI.6.10		Writing W.6.1-W.6.10		Speaking and Listening SL.6.1-SL.6.6	Language L.6.1-L.6.6	Assessments
3-5 short texts per quarter (a balance of informational text and literature)	3-4 extended texts per year (novels that are supplemented with informational text that aligns to the content)	Daily Writing Routine (W.6.9) (RL/RI.6.1)	2-4 Analysis per quarter (RL/RI.6.1 and W.6.9)(W.6.4, 6.5 and L.6.1-3)	Daily communication and collaboration (one-on-one, in groups, teacher led), 1-2 group or individual presentations per quarter (SL.6.1-6.2, 6.4, 6.5, 6.6)	Daily review of the conventions of standard English grammar and usage for writing and speaking	Expository/Informative essays, Narratives, Pre/Post Quarterly Exams, Speech Presentations, Quarterly Projects
Unit 1 Text: The Egypt Game Non-fiction passages Themes: Friendship, Diversity in Family Types, Diversity	Use short informational pieces as well as extended texts as mentor texts to support the development of students' writing.	Focus on informational writing and giving information on ideas and facts gathered through reading of short and extended texts. Focus on main idea using evidence from the text.	Focus on inform and explain. Writing should be written to develop and explanation based on ideas and facts gathered through the reading of			End of Q1 W.6.1/RL 6.1 Quarterly Exam Expository Essay Quarterly Projects Presentations

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		<p>Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies such as predicting, visualizing, inferring, summarizing, questioning, and connecting.</p> <p>Students must write consistently during and after reading short and extended texts and respond to text dependent questions.</p>	short and extended texts.			
<p>Unit 2 Text: Textbook and Daniels Story (honors) Non-Fiction passages Themes: Family, Courage</p>	Use short informational texts as well as supplemental informational material to support the development of students' writing.		Focus on writing that supports main idea or position with evidence from the text.			<p>End of Q2 W6.1/RI 6.1 Quarterly Exam</p> <p>Writing with Text Evidence and Supportive Claims</p> <p>Quarterly Projects</p> <p>Presentations</p>

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<p>Unit 3 Text: Where the Red Fern Grows Non Fiction passages Themes: Love, hard work, family, values, loss/death, integrity, honesty</p>	<p>Use short informational pieces as well as extended texts as mentor texts to support the development of students' writing.</p>		<p>Focus on arguments. Essay should be written to develop an argument based on the ideas and facts gathered through the reading of short and extended texts.</p> <p>Write a narrative essay that conveys real or imagined experiences and reflect the craft of literary elements outlined in reading standards 2-6.</p>			<p>End of Q3 Quarterly Exam</p> <p>Argument/Narrative Writing</p> <p>Quarterly Projects</p> <p>Presentations</p>
<p>Unit 4 Text: A Wrinkle in Time Non Fiction passages Theme: Love, Good vs. Evil, Responsible</p>	<p>Use short informational pieces as well as extended texts as mentor texts to support the development of students' writing.</p>		<p>Focus on arguments. Essay should be written to develop an argument based on the ideas and facts</p>			<p>End of Q4 Quarterly Exam</p> <p>Argument/Narrative Writing</p> <p>Quarterly Projects</p> <p>Presentations</p>

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technology use, Space exploration, Growing up			gathered through the reading of short and extended texts. Write a narrative essay that conveys real or imagined experiences and reflect the craft of literary elements outlined in reading standards 2-6			
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