

6th Grade English – Semester 1

This framework is designed to provide teacher flexibility and discretion in texts, support, and scaffolding, while also providing district-wide common writing assessments. This is not a complete curriculum, rather a framework with the expectation that supplemental materials will be added at the site or classroom level.

Text choices are flexible to allow for teacher and site discretion; however, culminating assessments should be universal across the district. During the first semester we will assess informative/explanatory writing and narrative writing on a common rubric. Teachers are encouraged to use these tasks to assess their students as readers and writers. CAs may be collaboratively assessed at the district level. Teachers may use this task OR the simplified District Common Assessment Task.

Big Ideas	6 th Grade NVAC Essential Standards/ Supporting	Culminating Assessment Tasks
<p>Informational/ Explanatory Semester 1 Quarter1</p>	<p>Essential Standards: RI/RL.6.1 RI/RL.6.2 W.6.2</p> <p>Supporting Standards: L.6.1 SL.6.2 RI/L.6.4 W.6.8</p>	<p>TASK 22: [Insert optional question] After reading/researching (<u>informational texts</u>) on (<u>content</u>), write an essay in which you compare (<u>content</u>). Support your discussion with evidence from your research.</p>
<p>Narrative Semester 1 Quarter 2</p>	<p>Essential Standards: RL.6.1 RL.6.2 RL.6.4 W.6.3</p> <p>Supporting Standards: L.6.1</p>	<p>Task 27: After reading (<u>insert mentor text</u>), write an original story demonstrating the use of story elements.</p>

6th Grade Informative/Explanatory Task EXAMPLES

Informative/Explanatory Comparison:

TASK 22: [Insert optional question] After researching (informational texts) on (content), write an essay in which you compare (content). Support your discussion with evidence from your research.

<p>After researching <u>articles on how animals play a significant role in creating positive change in a person's life</u>, write a report in which you <u>compare the different roles of service dogs</u>. Support your discussion with evidence from your research.</p>	<p>After researching <u><i>Democracy: A New Idea in Ancient Greece</i></u> and <u><i>Law and Citizenship in the Roman Republic</i></u> on development of governments, write an essay in which you compare <u>the characteristics of each government</u>. Support your discussion with evidence from your research documents.</p>	<p>After researching <u><i>China Three Philosophies</i></u> on the beliefs of the Chinese people, write an essay in which you compare how the teachings of each philosophy had the best chance of restoring peace and stability to the people. Support your discussion with evidence from your research documents.</p>
<p>After researching <u>historical sources on the ancient communities of Mesopotamia and Egypt</u>, create a presentation that compares <u>their geographical location and features</u>. Support your discussion with evidence from your research.</p>	<p>After researching <u>the religious beliefs of Ancient Egypt and Ancient Mesopotamia</u>, create a presentation that compares <u>the religious beliefs of the two civilizations</u>.</p>	<p>After reading MLK's I Have a Dream speech and researching (informational texts) on social injustices, write an essay in which you compare similar events in history to how it exists today. Support your discussion with evidence from your research.</p>
<p>After researching <u>news articles</u> (SpringBoard 2017), <u>on social networking</u>, write a report in which you compare <u>the positive and negative effects of social media on teenagers</u>. Support your discussion with evidence from your research.</p>	<p>After researching the ways in which animals can enhance our lives, write an informative essay on how we can improve our lives through observing or interacting with animals. Use multiple sources to support your thesis.</p>	<p>After researching historical sources on the ancient communities of Egypt and the Americas, write a feature article for your student magazine that compares the architecture of each culture. Support your discussion with evidence from your research.</p>
<p>What was ancient Egypt like? After researching at least three viable online sources on ancient Egypt, write an informational paragraph and develop a PowerPoint slide comparing Egypt to Mesopotamia. Support your discussion with evidence from your research.</p>	<p>What was ancient Egypt like? After researching at least three viable online sources on ancient Egypt, write an informational paragraph and develop a PowerPoint slide comparing Egyptian life to modern day life. Support your discussion with evidence from your research.</p>	

6th Grade Narrative Tasks EXAMPLES

Narrative/Description Short Story Prompt Template:

Task 27: After reading _____ (insert mentor text), write an original story demonstrating the use of story elements.

After reading <i>The Mysteries of Harris Burdick</i> , write an original story demonstrating the use of story elements.	After reading <i>Pay It Forward</i> , write a realistic fiction story demonstrating the use of story elements.	
After reading <i>Eleven</i> by Sandra Cisneros (short story), write an original story demonstrating the use of story elements.	After reading <i>Touching Spirit Bear</i> , write a realistic fiction story demonstrating the use of <u>descriptive writing</u> .	
After reading <i>The Jacket</i> by Gary Soto (short story), write an original story demonstrating the use of story elements.	After reading <i>Walk Two Moons</i> , write an original story demonstrating the use of <u>event sequence</u> .	
After reading <i>The Greek Gods</i> by Evslin, Evslin, & Hoopes, write your own Greek Myth demonstrating the use of story elements.	After reading <i>The Watsons Go to Birmingham</i> , write a <u>realistic fiction story</u> demonstrating the use of <u>descriptive writing</u> .	
After reading <i>The Big Wave</i> by Pearl S. Buck, write an original story demonstrating the use of story elements.	After reading <i>your novel</i> , retell a major event from the <u>perspective of a different character in your novel</u> .	

6th Grade English – Semester 2

This framework is designed to provide teacher flexibility and discretion in texts, support, and scaffolding, while also providing district-wide common writing assessments. This is not a complete curriculum, rather a framework with the expectation that supplemental materials will be added at the site or classroom level.

Text choices are flexible to allow for teacher and site discretion; however, culminating assessments should be universal across the district. During the second semester we will assess argumentative writing on a common rubric. Teachers are encouraged to use these tasks to assess their students as readers and writers. CAs may be collaboratively assessed at the district level. Teachers may use this task OR the simplified District Common Assessment Task.

Big Ideas	6 th Grade NVAC Essential Standards/Supporting Standards	Culminating Assessment Tasks
<p>Research & Argument Semester 2 Quarter 3</p>	<p>Essential Standards: RI.6.1/RL.6.3 RI.6.2/RL.6.2 RI.6.4/RL.6.4 W.6.1</p> <p>Supporting Standards: RI.6.8 L.6.1</p>	<p>Task 1 and 2: [Insert optional question] After reading/researching (literature or informational texts), write an essay in which you compare (content). Support your position with evidence from the text(s).</p>
<p>Argument & Discussion Semester 2 Quarter 4</p>	<p>Essential Standards: W.6.1 RI.6.4 SL.6.1 SL.6.4</p> <p>Supporting Standards: L.6.1</p>	<p>Task 7: [Insert optional question] After researching (informational texts) on (content), write an article for the school newspaper (or substitute) in which you identify a problem and propose a solution. Support your position with evidence from your research.</p>

6th Grade Argumentative Tasks EXAMPLES

*Argumentation/Comparison

Task 1 and 2 [Insert optional question] After reading/researching (literature or informational texts), write an essay in which you compare ____ (content)____ and argue ____ (content). Support your position with evidence from the text(s).

<p>After reading “A Teacher’s Defense of Homework” (SB – 6th Grade Edition), as well as “A High School Student’s Perspective on Homework” (SB) write an essay in which you compare reasons in support of the value of homework, and the argument against the value of homework. Support your position with evidence from these two texts.</p>	<p>After reading “Teens Are Over Face-To-Face Communication, Study Says” and “Are Social Networking Sites Good for Our Society?” (both from 6th Grade SB) an essay arguing for or against the benefits or detriments of Social Networking Sites and their effect on Teens. Use evidence from the two articles to support your thesis.</p>	<p>After reading, any class/independent novel, write an essay in which you compare the author’s use of literary elements and/or story events and argue whether you recommend or oppose the book for others to read. Support your position with evidence from the text</p>
<p>What makes someone a hero? After reading <i>Freak the Mighty</i>, write an essay in which you compare Kevin and Max’s life obstacles and argue which character more closely aligns with the pattern of a hero. Support your position with evidence from the text.</p>	<p>Is distance learning effective? After reading and researching at least three viable online sources discussing distance learning, write a letter to the area superintendent arguing for the learning model you think is best. Support your position with evidence from the text(s).</p>	<p>After reading/researching about the pros and cons of school uniforms, write an essay in which you compare the benefits or drawbacks and argue whether they should/shouldn’t be required for students to wear. Support your position with evidence from the text. Possible sources: https://school-uniforms.procon.org/ https://files.eric.ed.gov/fulltext/ED538456.pdf (the pdf contains several links to other articles)</p>
<p>What does it take to survive alone in the wilderness? After reading <i>Hatchet</i>, write an essay in which you compare Brian’s emotional challenges and those with nature and argue whether mental or physical strength is more important for survival. Support your position with evidence from the text.</p>	<p>What would it be like to live in a Utopian society? After reading <i>The Giver</i>, write an essay in which you describe Jonas’ society and argue whether it is, in your opinion, a utopia. Is there such a thing as a “true” utopia? Use evidence from the text to support your opinion.</p>	<p>Was Alexander the Great a “great” leader? After reading documents A-F of the “Alexander the Great” DBQ, write an argumentative essay supporting your opinion with evidence from the documents.</p>

<p>After reading “Touching Spirit Bear”, write an essay comparing Cole at the beginning of the novel and Cole at the end of the novel. How has Cole changed? What caused the changes? When did the changes start? How did they develop? Has Cole become a good person? Support your analysis with text evidence from the book.</p>	<p>Do we need rules to live by? After reading <i>Bud Not Buddy</i>, write an essay that compares Bud’s rules and argue if they help him to survive or thrive. Be sure to support your position with evidence from the text</p>	<p>Did the costs of building the Great Wall of China outweigh its benefits? After reading documents A-F of the “Great Wall of China” DBQ, write an argumentative essay supporting your opinion with evidence from the documents.</p>
<p><i>Some examples of an academic discussion (speaking and listening skills) may include...</i></p> <ul style="list-style-type: none"> *Socratic Seminar *Inside/Outside Circle *Fishbowl *Philosophical Chairs *Pinwheel Discussion *Gallery Walks 		