

**Ark Community Charter School
ELA Curriculum Framework – Grade 6**

| <u>Units</u> | <u>Suggested Pacing</u> | <u>New York State Content Standards</u> | <u>New York State Skills Standards</u> | <u>New York State Performance Indicators</u> | <u>Assessments (Formal/ including state assessments and Informal)</u> |
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| What are your unit titles | When and in what order will the standards be taught and assessed? All Scott Foresman Units take 6-8 weeks to complete | What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. Optional: You can also identify essential questions based on the content standards.) | What should students be able to do? | (if any) Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable? All Key Ideas are (I) and (P) and (A) are marked in bold | What specific tools will be used to assess which content standard or skills standard at this grade level? |
| Quarterly Scott Foresman Unit 1 Unit 2 | | READING | Standard 1: Students will read, write, listen, and speak for information and understanding. | Locate and use school and public library resources, with some direction, to acquire information | Written Research Reports, Quiz on use of resources, technology pieces such as internet-based research projects Practice Book |
| | | | | • Use the table of contents and indexes to locate information | |
| | | | | • Read to collect and interpret data, facts, and ideas from multiple sources | |
| | | | | • Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software | |
| | | | | • Skim material to gain an overview of content or | |

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| | | | | locate specific information | |
| Unit 2 | | | | <ul style="list-style-type: none"> • Use text features, such as headings, captions, and titles, to understand and interpret informational texts | Selection Test Reader Response Questions |
| Scott Foresman Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Recognize organizational formats to assist in comprehension of informational texts | Selection Test 4 Unit Test Center Work (Venn Diagrams, timelines, sequencing charts) Graphic Sources (text 194-195, 198-214) |
| | | | | <ul style="list-style-type: none"> • Identify missing, conflicting, unclear, and irrelevant information | |
| Scott Foresman Unit 1 | | | | <ul style="list-style-type: none"> • Distinguish between fact and opinion | Selection Test 4 Unit Test Scott Foresman Practice Book p.16, 48 |
| | | | | <ul style="list-style-type: none"> • Identify information that is implied rather than stated | |
| Scott Foresman Unit 1 Unit2 | | | | <ul style="list-style-type: none"> • Compare and contrast information about one topic from multiple sources | Research Reports, center reading activity sheets |
| Unit 2 | | | | <ul style="list-style-type: none"> • Recognize how new information is related to prior knowledge or experience | Text book pages 168-169, 172-187 |
| Scott Foresman Unit 2 | | | | <ul style="list-style-type: none"> • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information | Center activity sheets, practice book page 53, 57, 58, Selection Test 1, Unit Test 2 |
| | | | | <ul style="list-style-type: none"> • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance | |

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| Scott Foresman Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance | Scott Foresman Selection Test 4, Unit Test Scott Foresman vocabulary Scott Foresman Unit 2 Test 1 worksheets Scott Foresman Unit Benchmark |
| | | | | <ul style="list-style-type: none"> • Condense, combine, or categorize new information from one or more sources, with assistance | |
| | | | | <ul style="list-style-type: none"> • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance | |
| | | | | <ul style="list-style-type: none"> • Make, confirm, or revise predictions, with assistance | |
| Scott Foresman Unit 1 Unit 2 | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | Read, view, and interpret texts from a variety of genres | Written Responses, Selection Test, Unit Test, Reader's Theater Selection Test, Class Discussion Student chosen research reports 1000 Books Project Silent Sustained Reading, Reading Center, Class discussion of students' reading Whole class reading |
| Scott Foresman Unit 1 | | | | <ul style="list-style-type: none"> • Define characteristics of different genres | Running Records, Scott Foresman leveled readers Buddy Reading |

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| Unit 2 | | | | | |
| Weekly Scott Foresman Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods | 1000 Books Project Visiting folklore artist Buddy Reading Scott Foresman leveled readers |
| Scott Foresman Unit 1, Selection 1 Unit 2 | | | | <ul style="list-style-type: none"> • Read aloud from a variety of genres (e.g., plays and poems) - use inflection and intonation appropriate to text read and audience | Power point speeches Reader's theater Scott Foresman reading selections Leveled Readers Buddy Reading |
| | | | | Recognize that the same story can be told in different genres (e.g., novels, poems, or plays) | |
| | | | | <ul style="list-style-type: none"> • Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres | Selection Test 1.1 |
| | | | | <ul style="list-style-type: none"> • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning | |
| | | | | <ul style="list-style-type: none"> • Recognize how different authors treat similar themes | |
| | | | | <ul style="list-style-type: none"> • Identify the ways in which characters change and develop throughout a story | Selection Test 1.2, response questions Exploring folklores with visiting artist |
| | | | | <ul style="list-style-type: none"> • Interpret characters, plot, setting, and theme, using evidence from the text, with assistance | |

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| | | | | <ul style="list-style-type: none"> • Identify the author’s point of view, such as first-person narrator and omniscient narrator, with assistance | Selection Test 1.1 |
| | | | | <ul style="list-style-type: none"> • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance | |
| | | | | <ul style="list-style-type: none"> • Recognize how the author’s use of language creates images or feelings, with assistance | |
| | | | | <ul style="list-style-type: none"> • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance | |
| Scott Foresman Unit 1, Selection 1 | | | | <ul style="list-style-type: none"> • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance | Selection Test 1.1 & 1.3, Discussion Questions |
| | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | Evaluate information, ideas, opinions, and themes by identifying <ul style="list-style-type: none"> - a central idea and supporting details - precise and vague language - statements of fact, opinion, and exaggeration - missing or unclear information | |
| | | | | <ul style="list-style-type: none"> • Use established and personal criteria to analyze and evaluate the quality of ideas and information in text | |
| Scott Foresman | | | | <ul style="list-style-type: none"> • Identify different perspectives, such as social, | Selection Test 1.1 |

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| Unit 1, Selection 1 | | | | cultural, ethnic, and historical, on an issue presented in one or more than one text | Unit Benchmark 1 |
| | | | | <ul style="list-style-type: none"> • Recognize how one's own point of view contributes to forming an opinion about information and ideas | |
| | | | | <ul style="list-style-type: none"> • Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content, with assistance - identify multiple levels of meaning | |
| Unit 2 | | | Standard 4: Students will read, write, listen, and speak for social interaction. | Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups | Reading center discussion, class discussions of selection, Buddy Reading |
| | | | | <ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the writer | |
| | | | | <ul style="list-style-type: none"> • Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication | |
| Unit 2 | | WRITING | Standard 1: Students will read, write, listen, and speak for information | <ul style="list-style-type: none"> • Use at least three sources of information, with appropriate citations, to develop reports | Research papers |

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| | | | and understanding. | | |
| Bi-Monthly | | | | <ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas | Research Papers |
| | | | | <ul style="list-style-type: none"> • State a main idea and support it with details and examples | |
| Unit 2 | | | | <ul style="list-style-type: none"> • Compare and contrast ideas and information from two or three sources | Center Work (graphic organizers) Selection Test Unit Test |
| | | | | | |
| Scott Foresman Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Adopt an organizational format, such as chronological order, that is appropriate for informational writing | How-To Report, Personal Narrative Expository Nonfiction Writing such as reports about middle ages |
| | | | | <ul style="list-style-type: none"> • Use paragraphing to organize ideas and information | |
| | | | | <ul style="list-style-type: none"> • Use paraphrasing, with assistance | |
| Unit 2 | | | | <ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing | Collection of student writing |
| | | | | <ul style="list-style-type: none"> • Include relevant and exclude irrelevant information, with assistance | |
| Unit 2 | | | | <ul style="list-style-type: none"> • Connect, compare, and contrast ideas and information from one or more sources, with assistance | |
| Bi-Monthly Unit 2 | | | | <ul style="list-style-type: none"> • Support ideas with examples, definitions, analogies, and direct references to the text, with assistance | Research Reports Written responses to text |

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| | | | | <ul style="list-style-type: none"> • Answer questions about informational material and write accurate and complete responses, with assistance | |
| Scott Foresman Unit 1 Unit 2 | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Write original literary texts - use organizing structures, such as stanzas, chapters, scenes, and verses - develop characters, create a setting, and establish a plot - use examples of literary devices, such as rhythm, rhyme, simile, and personification - establish a consistent point of view (e.g., first or third person) - use vocabulary to create a desired effect | Original writing and performing of folklores with visiting artist Whole class poetry writing (each student wrote a piece of the whole story) Reader's theater Music class |
| Scott Foresman Unit 1-6 Unit 2 | | | | <ul style="list-style-type: none"> • Write interpretive essays to - summarize the plot - describe the characters and explain how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems | Unit Benchmark Test Scott Foresman Selection Tests |
| Unit 2 | | | | <ul style="list-style-type: none"> • Respond to literature, connecting the response to personal experience | Response questions Reading Selection 1 |
| | | | | <ul style="list-style-type: none"> • Maintain a writing portfolio that includes literary, interpretive, and responsive writing | |
| Unit 2 | | | | <ul style="list-style-type: none"> • Express opinions and support them through specific references to the text, with assistance | Persuasive Essay |

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| | | | | <ul style="list-style-type: none"> • Demonstrate understanding of plot and theme, with assistance | |
| | | | | <ul style="list-style-type: none"> • Identify and describe characters and their motivations, with assistance | |
| | | | | <ul style="list-style-type: none"> • Analyze the impact of the setting, with assistance | |
| | | | | <ul style="list-style-type: none"> • Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance | |
| | | | | <ul style="list-style-type: none"> • Draw conclusions and provide reasons for the conclusions, with assistance | |
| | | | | <ul style="list-style-type: none"> • Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance | |
| Bi-Monthly Bi-Monthly | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | <ul style="list-style-type: none"> • Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing | Research Reports Creative/Persuasive/ Descriptive Writing |
| | | | | <ul style="list-style-type: none"> • Use supporting evidence from text to evaluate ideas, information, themes, or experiences | |
| | | | | <ul style="list-style-type: none"> • Analyze the impact of an event or issue from personal, peer group, and school community perspectives | |
| | | | | <ul style="list-style-type: none"> • Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments | |
| | | | | <ul style="list-style-type: none"> • Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis | |

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| | | | | and evaluation | |
| | | | | <ul style="list-style-type: none"> • Use precise vocabulary in writing analysis and evaluation | |
| | | | | <ul style="list-style-type: none"> • Maintain a writing portfolio that includes writing for critical analysis and evaluation | |
| | | | | <ul style="list-style-type: none"> • Present clear analysis, using examples, details, and reasons from text, with assistance | |
| | | | | <ul style="list-style-type: none"> • Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance | |
| | | | | <ul style="list-style-type: none"> • Explain connections between and among texts to extend the meaning of each individual text, with assistance | |
| | | | | <ul style="list-style-type: none"> • Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance | |
| Scott Foresman Unit 1 | | | Standard 4: Students will read, write, listen, and speak for social interaction. | <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups | Scott Foresman leveled reading centers Writing assignments (descriptive, narrative, expository) which is read aloud and shared |
| | | | | <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the recipient | |
| | | | | <ul style="list-style-type: none"> • Develop a personal voice that enables the reader to get to know the writer | |
| | | | | <ul style="list-style-type: none"> • Write personal reactions about experiences, | |

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| | | | | events, and observations, using a form of social communication | |
| | | | | <ul style="list-style-type: none"> • Maintain a portfolio that includes writing for social communication | |
| | | LISTENING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> • Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment | |
| Sci and Social Studies note taking | | | | <ul style="list-style-type: none"> • Identify essential details for note taking | |
| | | | | <ul style="list-style-type: none"> • Distinguish between fact and opinion | |
| | | | | <ul style="list-style-type: none"> • Identify information that is implicit rather than stated | |
| | | | | <ul style="list-style-type: none"> • Connect new information to prior knowledge or experience | |
| | | | | <ul style="list-style-type: none"> • Recall significant ideas and details, with assistance | |
| | | | | <ul style="list-style-type: none"> • Make, confirm, or revise predictions, with assistance | |
| | | | | <ul style="list-style-type: none"> • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance | |
| | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play | |
| | | | | <ul style="list-style-type: none"> • Identify a character's motivation | |

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| | | | | <ul style="list-style-type: none"> Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning | |
| | | | | <ul style="list-style-type: none"> Identify cultural and historical influences in texts and performances | |
| | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | <ul style="list-style-type: none"> Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance | |
| | | | | <ul style="list-style-type: none"> Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening | |
| | | | | <ul style="list-style-type: none"> Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations | |
| | | | | <ul style="list-style-type: none"> Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose | |
| | | | | <ul style="list-style-type: none"> Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance | |
| | | | | <ul style="list-style-type: none"> Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance | |
| | | | | <ul style="list-style-type: none"> Identify missing or unclear information, with assistance | |

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| | | | Standard 4: Students will read, write, listen, and speak for social interaction. | <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the speaker | |
| | | | | <ul style="list-style-type: none"> • Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice | |
| | | | | <ul style="list-style-type: none"> • Recognize that social communication may include informal language, such as jargon and colloquialisms | |
| | | | | <ul style="list-style-type: none"> • Recognize the meaning of the speaker's nonverbal cues | |
| | | SPEAKING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> • Synthesize and paraphrase information | |
| | | | | <ul style="list-style-type: none"> • Make connections between sources of information | |
| | | | | <ul style="list-style-type: none"> • Present reports of five to seven minutes for teachers and peers on topics related to any school subject | |
| | | | | <ul style="list-style-type: none"> • Summarize main points as part of the conclusion | |
| | | | | <ul style="list-style-type: none"> • Use notes, outlines, and visual aids appropriate to the presentation | |
| | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers | |
| | | | | <ul style="list-style-type: none"> • Share book reviews characters, and explain the | |

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| | | | | importance of setting | |
| | | | | • Summarize the plot, describe the motivation of | |
| | | | | • Use notes or outlines appropriately in presentations | |
| | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | • Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements | |
| | | | | • Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments | |
| | | | | • Articulate a thesis statement and support it with details, examples, and reasons | |
| | | | | • Persuade, using appropriate language, tone, volume, and gestures | |
| | | | | • Use notes or outlines appropriately in presentations | |
| | | | Standard 4: Students will read, write, listen, and speak for social interaction. | • Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other | |
| Morning Meeting | | | | • Use the informal language of social communication | |
| Morning Meeting | | | | • Respect the age, gender, social position, culture, and interests of the listener | |
| Morning Meeting | | | | • Use the rules of conversation, such as avoid interrupting and respond respectfully | |

