

**New Paltz Central School District  
English Language Arts  
Sixth Grade**

Time	Essential Questions/Content	Standards/skills	Assessments
September - November	<p><b><u>Unit 1: Nature: <i>On the Far Side of the Mountain</i></u></b></p> <ul style="list-style-type: none"> <li>• What is descriptive writing?</li> <li>• How do readers make sense of text?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Comprehension strategies</li> <li>• Literacy elements</li> <li>• Determining the meaning of unfamiliar words</li> <li>• Descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Analyze quotes</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter skills checks/quizzes</li> <li>• Final unit test on novel</li> <li>• Descriptive paragraph and essay</li> </ul>
December	<p><b><u>UNIT 2: Conflict in Literature: <i>Journey to Jo'burg</i></u></b></p> <ul style="list-style-type: none"> <li>• What is historical fiction?</li> <li>• What are the elements of historical fiction?</li> <li>• What is apartheid?</li> <li>• How does a reader determine the climax of a story?</li> <li>• What are the three main types of conflict in literature?</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Draw conclusions and make inferences based on explicit and implied information with supporting evidence</li> <li>• Distinguish fact from fiction</li> <li>• Consider author's viewpoint, purpose, and style</li> <li>• Use context to define meaning</li> <li>• Read and interpret statistics</li> <li>• Use sophisticated and specific language</li> <li>• Develop empathy</li> <li>• Read and interpret a timeline</li> <li>• Read and interpret graphs</li> <li>• Evaluate information, ideas, opinions, and themes in texts by identifying: <ul style="list-style-type: none"> <li>○ Statements of fact, opinion, and exaggeration</li> </ul> </li> <li>• Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in more than one text</li> </ul>	<ul style="list-style-type: none"> <li>• Constructed responses</li> <li>• Tests</li> </ul>

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		Writing: <ul style="list-style-type: none"> <li>• Write in order to:               <ul style="list-style-type: none"> <li>○ Draw conclusions and provide reasons for the conclusions</li> </ul> </li> <li>• Use appropriate punctuation for compound sentences</li> <li>• Use complete simple and compound sentences using correct verb tense and subject verb agreement</li> <li>• Apply silent e rule in spelling</li> </ul>	
<b>January - March</b>	<p><b><u>UNIT 3: The Holocaust in Fiction and Non-fiction</u></b></p> <ul style="list-style-type: none"> <li>• How does historical fiction help us understand history?</li> <li>• How is the Holocaust portrayed in different genres?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>• Explain how an author develops the point of view of the narrator or speaker in a text.               <ul style="list-style-type: none"> <li>○ Explain how an author’s geographic location or culture affects his or her perspective.</li> </ul> </li> <li>• Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</li> <li>• Write arguments to support claims with clear reasons and relevant evidence.               <ul style="list-style-type: none"> <li>○ Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>○ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>○ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>○ Establish and maintain a formal style.</li> <li>○ Provide a concluding statement or section that follows from the argument presented.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chapter skills checks/quizzes</li> <li>• Unit test</li> </ul>

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		<ul style="list-style-type: none"> <li>• 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.               <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>○ Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</li> </ul> </li> <li>• 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.               <ul style="list-style-type: none"> <li>○ Use context (e.g., 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.</li> <li>○ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> </li> </ul>	

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April	<p><b><u>UNIT 4: Greek Literature</u></b></p> <ul style="list-style-type: none"> <li>• What is mythology?</li> <li>• What are the elements of a tragedy?</li> <li>• What are the elements of a successful performance?</li> <li>• How does the literature of ancient Greece help us understand its culture?</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Define the characteristics of Greek myths</li> <li>• Define the characteristics of a drama</li> <li>• Define the characteristics of Greek tragedy</li> <li>• Recognize cause and effect</li> <li>• Use meanings of prefixes, suffixes, and roots to increase vocabulary:               <ul style="list-style-type: none"> <li>○ Recognize Greek roots</li> </ul> </li> <li>• Recognize elements of mythology in today’s world</li> <li>• Infer a natural event explained by a myth</li> <li>• Read with expression and articulation</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Correctly spell words with Greek roots</li> </ul>	<ul style="list-style-type: none"> <li>• Written and oral responses</li> <li>• Graphic organizer</li> <li>• Greek play performance</li> <li>• Tests</li> </ul>
April - May	<p><b><u>UNIT 5: Researching the Middle Ages</u></b></p> <ul style="list-style-type: none"> <li>• What is the research process?</li> <li>• What is a works cited page?</li> <li>• How do you find relevant resources?</li> <li>• How has the English language changed over time?</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including:               <ul style="list-style-type: none"> <li>○ Evaluate examples, details, or reasons used to support ideas</li> </ul> </li> <li>• Use an index to locate related details</li> <li>• Recognize elements of the Middle Ages in today’s world</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• Use at least three sources of information with appropriate citations to develop reports</li> <li>• Cite sources parenthetically and in bibliography, using MLA format</li> <li>• Combine information from more than one source (including the Internet)</li> <li>• Recognize and write calligraphy</li> <li>• Write information in the first person</li> <li>• Write the following in order to transmit information:               <ul style="list-style-type: none"> <li>○ Reports of approximately one to five pages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Medieval diary entry</li> <li>• Coat of arms and descriptive paragraph</li> <li>• Works cited page</li> <li>• Graphic organizers</li> </ul>

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<b>May - June</b>	<p><b><u>UNIT 6: The Clay Marble</u></b></p> <ul style="list-style-type: none"> <li>• What is family?</li> <li>• How does historical fiction reflect life?</li> <li>• What is symbolism?</li> <li>• What is irony?</li> <li>• What are the elements of a meaningful literacy discussion?</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Identify the ways in which characters change and develop throughout the story.</li> <li>• Identify theme</li> <li>• Explain connections between and among texts to extend meaning of each individual text</li> <li>• Analyze primary sources</li> <li>• Identify key passages</li> <li>• Infer character traits</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Summarize information</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary cards</li> <li>• Discussion role worksheets</li> <li>• Tests</li> <li>• Constructed responses</li> <li>• Discussion assessments</li> </ul>
<b>June</b>	<p><b><u>UNIT 7: Persuasive Writing</u></b></p> <ul style="list-style-type: none"> <li>• What is persuasive writing?</li> <li>• What are the components of persuasive writing?</li> <li>• How is a business letter different from a friendly letter?</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• Write a business letter</li> <li>• Identify and develop effective reasons to support a particular point of view</li> <li>• Establish consistent point of view in the third person</li> <li>• Present a counter argument and refute it</li> <li>• Use computer software to support the writing process (e.g., Inspiration)</li> <li>• Develop personal voice that enables the reader to get to know the writer</li> <li>• Write personal reactions to experiences, events, and observations, using a form of social communication</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive letter</li> <li>• Graphic organizer</li> </ul>