

GRADE 6 Scope and Sequence

Unit 1:

How should I as a reader and writer convey my understanding of the relationship between the characters and the plot in a fictional text and ways they relate to me in my life?

How do authors create a central idea or theme of a text and support that thinking by including details in the text as evidence?

Reading and Writing:

Reader Identity

Elements of Plot

Theme

Text Structure in Informational Writing

Text Structure in Literature

Text Features in Informational Text

Author's Purpose in Narrative Text

Author's Purpose in Informational Text

Grammar:

Homonyms/Homophones

Subject-Verb Agreement

Writing and punctuating Dialogue

Commas to punctuate items in a series

Word Study:

anti, astro, auto, bio, chron, cosm, ology, ologist, dem, geo, ann/enn, aqu, aud, bene, bi, cent, circum, con/co/col/com, contra/contro, cred

Unit 2:

How do the author's point of view and purpose for writing the text convey meaning differently in informational and literary texts?

Reading and Writing:

Literary Analysis: Text elements and how they support development of theme, setting or plot

Analyze the text features of Informational text

Determine author's purpose in a narrative text

Identify the author's point of view and or purpose in Informational text

Grammar:

Vague pronouns

Proper case of pronouns

Recognize and correct inappropriate shifts in pronoun number and person

Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements

Word Study:

dict, fract/frag, inter, ject, lumin, magn, mal, medi/midi, migr, min,miss/ mit, mort, gon, graph/gram, hemi/semi, hydro/hydra, hyper, kilo, mania, mech, mega, meter

Unit 3:

How do I evaluate the author's argument by examining his/her point of view and purpose for writing?

Reading and Writing

Identify and evaluating author's arguments/claims

Identify the author's point of view and or purpose in an Informational text

Present claims to make an argument in verbal form

Conduct research and cite sources

State a claim in writing

Support the claim with clear reasons and relevant evidence using credible sources

Organize the claim

Establish a style appropriate for argumentative writing

Conventions of Argumentative Writing

Grammar:

Homonyms/Homophones

Subject-Verb Agreement

Writing and punctuating Dialogue

Commas to punctuate items in a series

pronoun antecedent relationship

Vague pronouns

Proper case of pronouns

Recognize and correct inappropriate shifts in pronoun number and person

Use punctuation (e.g., commas, parentheses, dashes) to set off

nonrestrictive/parenthetical elements

Word Study:

multi, non, omni, pre, quad, quer/quir/ques/quis, re-, scrib/script, sent/sens, spect, micro, mis, mon/mono, ologist, ology, pan, path, penta, phobia, phon/phono

Unit 4:

How do authors convey themes/topics/literary elements in different text types and genres and what is the impact on me as a reader?

Reading and Writing

Analyze how authors present similar information in different texts (paired texts)
Compare/contrasts texts in different forms within the same genre on the same topic
Provide evidence to support analysis of text
Compare/contrast the experience of texts in different formats
Text Dependent Analysis

Grammar

Homonyms/Homophones
Subject-Verb Agreement
Writing and punctuating Dialogue
Commas to punctuate items in a series
pronoun antecedent relationship
Vague pronouns
Proper case of pronouns
Recognize and correct inappropriate shifts in pronoun number and person
Use punctuation (e.g., commas, parentheses, dashes) to set off

Word Study

photo, phys, pod/ped, poly, psych, pyro, scope, tele, theo, therm, tri, struct, sub, tempo, tain, tract, trans, uni, vac, vid/vis, volv/volut

