

# GOOD SHEPHERD EPISCOPAL SCHOOL

## 6<sup>TH</sup> GRADE LANGUAGE ARTS YEAR AT A GLANCE

Trimester	Month	Topics	Skills
<b>First Trimester 8/25- 11/14</b>	<b>August</b>	<b>Reading:</b> * Course overview and class expectations * Summer reading book review  <b>Grammar:</b> * Diagnostic test  <b>Writing:</b> * Online book review	<b>Reading:</b> * Organization and time management * Reading comprehension * Analysis <b>Grammar:</b> * Review parts of speech  <b>Writing:</b> * Write informative texts to examine through the selection, organization, and analysis of relevant content. * Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	<b>September</b>	<b>Reading:</b> * Introduce the first book report (monthly) fairy tale: corresponds to writing * Nonfiction reading strategies (articles) * Genius Hour: research on one topic for the year (1 day per week)  <b>Writing:</b> * Literary essay writing: students will study superhero/villain combinations to understand compare and contrast.	<b>Reading:</b> * Reading comprehension * Develop vocabulary * Craft and structure * Connections, analysis, comprehension, inference * In depth research skills, comprehension, comparative research, vocabulary, and analysis * Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. <b>Writing:</b> * Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * Develop and strengthen writing

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<p><b>First Trimester 8/25- 11/14</b></p>	<p><b>October</b></p>	<p><b>Grammar:</b> * Articles, nouns, subjects</p> <p><b>Vocabulary/ Spelling:</b> * Latin and Greek Roots: units of study * Spelling rules and words weekly</p> <p><b>Reading:</b> * Introduce the book report (monthly) * Short stories will be studied through the year * Genius Hour: research on one topic for the year (1 day per week)</p>	<p>as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>Grammar:</b> * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p><b>Vocabulary/ Spelling:</b> * Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Reading:</b> * Reading comprehension, vocabulary, plot development, analysis * Explain how figurative language (personification, metaphors, similes, hyperbole) contributes to literature.* In depth research skills, comprehension, comparative research, vocabulary, and analysis * Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p><b>Writing:</b> * Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
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<p><b>First Trimester</b></p>	<p><b>November</b></p>	<p><b>Writing:</b>            * Literary essay writing: students will study superhero/villain combinations to understand compare and contrast.            * Students will be creating an original superhero and villain, an original episode based on a world issue, and all of the accompanying objects for the duo.</p> <p><b>Grammar:</b>            * Verbs, predicate</p> <p><b>Vocabulary/ Spelling:</b>            * Latin and Greek Roots: units of study            * Spelling rules and words weekly</p> <p><b>Reading:</b>            * Introduce the book report for November and December            * Literature circles with <u>The Long Lost Map</u></p>	<p>* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            * Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p><b>Grammar:</b>            * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.            * Ensure subject-verb and pronoun-antecedent agreement.            * Recognize and correct inappropriate shifts in verb tense.</p> <p><b>Vocabulary/ Spelling:</b>            * Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.            * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Reading:</b>            * Reading comprehension, develop vocabulary            * Make inferences about text and use textual evidence to support understanding of fiction            * Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts: fiction            * Make connections - thematic links, author analysis - across texts and provide textual evidence.* In depth research skills, comprehension, comparative research, vocabulary, and analysis            * Use comprehension skills to analyze how</p>
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<p><b>Second Trimester</b> 11/ 17-2/ 27</p>	<p><b>January</b></p>	<p><b>Reading:</b> * Introduce the book report for November and December * Literature circles with <u>The Long Lost Map</u></p> <p>* Genius Hour: research on one topic for the year (1 day per week)</p> <p><b>Writing:</b> * Research-Based Information writing</p> <p><b>Grammar:</b> * Interjections, prepositional phrases</p>	<p>logical order within a text and across texts: fiction * Make connections - thematic links, author analysis - across texts and provide textual evidence.</p> <p>* In depth research skills, comprehension, comparative research, vocabulary, and analysis * Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p><b>Writing:</b> * Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. * Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p><b>Grammar:</b> * Review parts of speech</p> <p><b>Vocabulary/ Spelling:</b> * Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p><b>Third Trimester</b> 3/2-5/29</p>			

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<p><b>Third Trimester 3/2-5/29</b></p>	<p><b>January</b></p>	<p><b>Vocabulary/ Spelling:</b>            * Latin and Greek Roots: units of study            * Spelling</p>	<p><b>Reading:</b>            * Reading comprehension, develop vocabulary            * Reading comprehension, vocabulary, plot development, analysis            * Explain how figurative language (personification, metaphors, similes, hyperbole) contributes to literature.</p>
	<p><b>February</b></p>	<p><b>Reading:</b>            * Introduce the month's book report            * Short stories will be studied through the year</p> <p>* Genius Hour: research on one topic for the year (1 day per week)</p>	<p>* In depth research skills, comprehension, comparative research, vocabulary, and analysis            * Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p>
		<p><b>Writing:</b>            * Research-Based Information writing</p>	<p><b>Writing:</b>            * Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.            * Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p><b>Grammar:</b>            * Review parts of speech</p> <p><b>Vocabulary/ Spelling:</b>            * Determine or clarify the meaning of</p>

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	<b>March</b>	<p><b>Grammar:</b> * Adjectives, predicate adjectives, predicate nouns</p> <p><b>Vocabulary/ Spelling:</b> * Latin and Greek Roots: units of study</p> <p><b>Reading:</b> * Introduce the book report * Poetry</p> <p>* Genius Hour: research on one topic for the year (1 day per week)</p>	<p>unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Reading:</b> * Reading comprehension, develop vocabulary * Understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. * Explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem</p> <p>* In depth research skills, comprehension, comparative research, vocabulary, and analysis * Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p><b>Writing:</b> * Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. * Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p><b>Grammar:</b> * Review parts of speech</p>
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<p>Third Trimester 3/2-5/29</p>	<p>April</p>	<p><b>Writing:</b> * Research-Based Information writing</p> <p><b>Grammar:</b> * Adverbs, pronouns</p> <p><b>Vocabulary/ Spelling:</b> * Latin and Greek Roots: units of study</p> <p><b>Reading:</b> * Introduce the book report</p> <p>* Shakespeare, Globe Theatre, plays</p> <p>* Genius Hour: research</p>	<p><b>Vocabulary/ Spelling:</b> * Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Reading:</b> * Reading comprehension, develop vocabulary * Understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. * Recognize dialect and conversational voice and explain how authors use dialect to convey character.</p> <p>* In depth research skills, comprehension, comparative research, vocabulary, and analysis * Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p><b>Writing:</b> *use elements of the writing process</p>
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<b>Third Trimester</b> <b>3/2-5/29</b>	<b>May</b>	<p>on one topic for the year (1 day per week)</p> <p><b>Writing:</b>            * Small group work on creating a presentation of one of Shakespeare’s plays.            * Script writing and production of a scene from the play.</p> <p><b>Grammar:</b>            * Pronouns</p> <p><b>Vocabulary/ Spelling:</b>            * Latin and Greek Roots: units of study</p>	<p>(planning, drafting, revising, editing, and publishing) to compose text.            *write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p><b>Grammar:</b>            * Review parts of speech</p> <p><b>Vocabulary/ Spelling:</b>            * Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.            * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
	<b>May</b>	<p><b>Reading:</b>            * Introduce the book report            * Finish Shakespeare</p>	<p><b>Reading:</b>            * Reading comprehension, develop vocabulary            * Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.            * Use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p>

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		<p>project</p> <ul style="list-style-type: none"> <li>* Mythology</li> </ul> <ul style="list-style-type: none"> <li>* Genius Hour: research on one topic for the year (1 day per week)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>* Small group work on creating a presentation of one of Shakespeare's plays.</li> <li>* Script writing and production of a scene from the play.</li> <li>* Final writing project: original myth</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>* Direct and indirect objects</li> </ul> <p><b>Vocabulary/ Spelling:</b></p> <ul style="list-style-type: none"> <li>* Latin and Greek Roots: units of study</li> </ul>	<ul style="list-style-type: none"> <li>* In depth research skills, comprehension, comparative research, vocabulary, and analysis</li> <li>* Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>* Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</li> <li>* Write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>* Review parts of speech</li> </ul> <p><b>Vocabulary/ Spelling:</b></p> <ul style="list-style-type: none"> <li>* Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to</li> </ul>
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		<p><b>Reading:</b> * Mythology</p> <p>* Genius Hour: research on one topic for the year (1 day per week)</p> <p><b>Writing:</b> * Final writing project: original myth</p> <p><b>Grammar:</b> * Focus will be in areas of concern after the study of the eight parts of speech</p> <p><b>Vocabulary/ Spelling:</b> * Latin and Greek Roots: units of study</p>	<p>support conclusions drawn from the text. * Use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p>* In depth research skills, comprehension, comparative research, vocabulary, and analysis * Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p><b>Writing:</b> * Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p><b>Grammar:</b> * Review parts of speech</p> <p><b>Vocabulary/ Spelling:</b> * Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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\* This YAG will change. It is meant only to provide a quick look at the topics that will be addressed during the school year. Class progress, ERB testing, school trips, and inclement weather will all merit YAG adjustments.