

ELA 6 Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RL.2 RL.4 RL.9</p> <p>RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.9 RI.10</p> <p>Writing W.2a-c W.3a-e W.4 W.5 W.6 W.7 W.9a,b</p> <p>Language L.1a-e L.2a,b L.3 L.4a-d L.5a-c L.6</p> <p>Speaking and Listening SL.1a-d SL.2 SL.4 SL.5 SL.6</p>	<ul style="list-style-type: none"> ● summarize and paraphrase passages ● determine the main idea(s) of a passage ● determine supporting details of a passage ● cite text-based evidence using a given format (MLA) ● Determine the meaning of words and phrases as they are used in a text ● Determine the author’s purpose and point of view in a text ● draw evidence from literary and/or informational text to support analysis, reflection, and research ● engage effectively in a range of collaborative discussions ● follow rules for collegial discussions ● demonstrate command of the conventions of standard Grammar usage ● Use reading strategies for varied purposes/types of texts ● Use a graphic organizer to gather details to support the main idea ● trace and retell a story in chronological order ● write an original non-fiction narrative ● Present a retelling of a selected text ● Formulate a summary based on facts from the text ● Distinguish between textual facts and opinions ● Analyze supporting details used to determine theme or central idea 	<p>Terms to Know:</p> <ul style="list-style-type: none"> ● summarize ● paraphrase ● main idea ● supporting detail ● text-based evidence ● text-dependent questions ● MLA format ● Cite source(s) ● graphic organizers ● biography ● autobiography ● Memoir ● chronological order ● non-fiction narrative ● author’s style ● voice ● point of view <p>Possible Materials/Resources:</p> <ul style="list-style-type: none"> ● LA 6 Writing a Summary *R unit in Rubicon Atlas ● LA 6 Main Idea and Details Nonfiction Text *R unit in Rubicon Atlas ● <i>Gift of the Whale</i> by Bill Hess (pg 110-137)--Work with Curriculum Dept and Inupiat Ed Dept for this resource. ● Growing Up Native in Alaska by Alexandra J. McClanahan (pg 91-100 “Rex Rock Sr” excerpt)--Work with Curriculum Dept and Inupiat Ed Dept for this resource ● Wagon Train at Dusk ● excerpt from Brown Girl Dreaming

		<ul style="list-style-type: none"> ● excerpt from Bad Boy by Walter Dean Myers ● “Eleven” by Sandra Cisneros
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ELA 6 Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RL.1 RL.2 RL.5</p> <p>RI.1 RI.3 RI.4 RI.5 RI.6 RI.8 RI.9</p> <p>Writing W.1a-e W.2 W.3a, b, d W.5 W.6 W.7 W.8 W.9a-b W.10</p> <p>Speaking and Listening SL.1a-b SL.2 SL.4 SL.5 SL.6</p> <p>Language L.1 L.2 L.4a-d L.5 L.6</p>	<ul style="list-style-type: none"> ● Use context clues to determine meaning of new words ● Write an argument supporting a claim ● Effectively use transitions in original writing ● Organize reasons and evidence clearly and coherently ● Identify credible sources ● Evaluate credibility of sources used and relevance of the evidence ● Clarify relationships among claims and reasons ● Explain the argument presented ● Establish and maintain a formal tone in writing ● Develop an appropriate thesis statement and a concluding statement that follows from the argument presented ● Determine theme ● Determine main idea ● Determine supporting details ● Use appositives correctly in own writing ● Use independent and dependent clauses correctly to vary sentence structure in own writing ● Create and present a multimedia presentation on a given topic 	<p>Terms to Know:</p> <ul style="list-style-type: none"> ● argument ● source ● podcast ● blog ● news article ● author’s perspective/point of view ● claim ● counterclaim ● appositive ● appositive phrase ● independent and dependent clauses ● persuasive techniques ● narrator ● writing style ● transitions ● theme ● setting ● Greek root -path- ● context clues ● Multimedia Presentation ● Dialogue ● Action verb ● Linking verb ● Latin suffix -ation ● comparative and superlative ● fact ● opinion

		<ul style="list-style-type: none"> • talking points <p>Suggested Materials:</p> <ul style="list-style-type: none"> • That’s Not Progress by Angie Garcia • Feathered Friend by Arthur C. Clarke • Teens and Technology Share a Future by Stefan Etienne • The Black Hole of Technology by Leena Khan • (Video) The Internet of Things by IBM Social Media • The Fun They Had by Isaac Asimov • (Podcast) Bored and Brilliant? A Challenge to Disconnect from your Phone by NPR • 7-Year-Old Girl Gets New Hand from 3-D Printer by John Rogers • Screen Time Can Mess with the Body’s “Clock” by Andrew Bridges • Sonnet, without Salmon by Sherman Alexie • All Watched Over by Machines of Loving Grace by Richard Brautigan • Teen Researchers Defend Media Multitasking by Sumath Reddy
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ELA 6 Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading</p> <p>RL.1 RL.3 RL.4 RL.5 RL.6 RL.7 RL.8</p>	<ul style="list-style-type: none"> • Write an original fictional narrative • Describe how a plot unfolds in a series of episodes • Explain how character(s) respond or change over the course of the story or drama • Identify the theme, plot, and setting of a text 	<p>Terms to Know:</p> <ul style="list-style-type: none"> • narrative • context clues • direct and indirect characterization • inference(s) • sound devices • alliteration • onomatopoeia

<p>Writing W.2a-e W.3a-e W.4 W.5 W.6 W.7 W.8 W.9a-b W.10</p> <p>Speaking and Listening SL.1a-d SL.2 SL.4 SL.5 SL.6</p> <p>Language L.1a-e L.2a-b L.3a-b L.4a-c L.5a,c</p>	<ul style="list-style-type: none"> Combine sentences for variety compare/contrast different versions of a drama or story (audio, video, print, live, etc) Select and use appropriate narrative techniques (dialogue, pacing, and description) to develop events and characters in original narrative(s) Use precise words and phrases, relevant descriptive details, and sensory language in narrative writing Write for varied purpose and audience With guidance and support, develop and strengthen writing by planning, revising, editing, and rewriting 	<ul style="list-style-type: none"> consonance assonance synonym antonym conjunction interjection syntax pronoun-antecedent stage directions compare/contrast dramatic reading plot setting exposition rising action climax falling action resolution/denouement conflict internal/external conflict character traits Invented Language <p>Suggested Materials:</p> <ul style="list-style-type: none"> <i>The Phantom Tollbooth, Act I and II</i> by Susan Nanus Movie trailer for The Phantom Tollbooth Excerpts from Alice’s Adventures in WONderland by Lewis Carroll “Jabberwocky” by Lewis Carroll The Importance of Imagination by Esha Chhabra
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ELA 6 Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
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<p>Reading RL.1 RL.2 RL.3 RL.4 RL.10</p> <p>Speaking and Listening</p> <p>Language L.1a-e L.2a,b L.3a,b L.4a-d L.5a-c</p> <p>Writing W.1a-e W.2a-f W.4 W.5 W.6 W.9a-b W.10</p>	<ul style="list-style-type: none"> ● analyze behaviors that tie a community together and relate those to the Iñupiaq values. ● express gratitude to powers beyond him/herself for the bounty of the harvest. ● explain and practice proper treatment of harvested animals. ● identify text based facts and supporting evidence ● interview whaling captain and crew members ● compare/contrast characters ● explain characteristics of different types of sea-ice ● explain how language and culture are intertwined ● explain how cultural traditions are communicated through stories ● write a response to a given text, citing evidence to support the response ● infer and explicate the concept of iñua from ancient and contemporary stories and describe how the characters' lives and/or actions embody the concept. ● compose a multi-paragraph essay ● expand working vocabulary ● 	<p>Terms to Know:</p> <p>Science Topics from the book (Sky Water)--build connections and discussion:</p> <ul style="list-style-type: none"> ● traditional tools used on the sea-ice ● traditional ways of identifying sea-ice conditions and tendencies ● types of sea-ice ● characteristics and properties of ice: brine, frazzle, new ice, young ice, multi-year ice, etc. ● currents and current patterns ● prevailing winds ● wind direction and associated effects on ice conditions ● clues from the natural world ● respect for the natural world ● importance of respect, caution and preparation with regard to sea-ice ● people must be prepared for potential natural hazards ● sea-ice has the potential to become a natural hazard <p>Ice Terms:</p> <ul style="list-style-type: none"> ● grounded ice ● tidal crack ● pressure ridges ● floating ice ● lead ● pack ice ● piqaluyk = old, saltless ice ● puktaaġ = iceberg ● sagvaġ = current
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- siku = pack ice
- Siku anayanaqtuq! =
Get off the ice!

Language Arts:

- simile
- metaphor
- personification
- protagonist
- antagonist
- plot
- rising action
- climax
- falling action
- resolution
- conflict: man vs
man; man vs self;
man vs nature; man
vs society
- reading response
- text-based evidence
- inference

Vocabulary from the book (list linked
below):

- ugruligs = knee
boots
- keen
- lugubrious
- leviathan (pg 77)
- monolith (pg 100)
- cavort (pg 126)
- guillemot (pg 144) =
a black-breasted
auk (seabird) with a
narrow pointed bill,
typically nesting on
cliff ledges.
- quell
- gaunt
- backwater (as a
verb) is a rowing
term that means to
propel the boat
backwards

		<p>Suggested Materials:</p> <ul style="list-style-type: none">• <i>Water Sky</i> by Jean Craighead George• LA 6 *R Water Sky Unit in Rubicon Atlas
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