

Rockwall ISD

6th Grade Reading/Language Arts Parent Guide

	1 st Grading Period	2 nd Grading Period	3 rd Grading Period	4 th Grading Period
Units	Unit 1: A Deeper Study of Characters Through Literary Texts Unit 2: Tapping Into the Power of Nonfiction	Unit 3 Argument: Defending a Claim Through Empathy and Advocacy	Unit 4 : The Power of Poetry Unit 5: Connecting Across Informational Texts Unit 6: Exploring Connections Across Multiple Genres	Unit 7: Reading/Language Arts Review Unit Unit 8: Journey Through Fantasy
Focus TEKS	6.1ABCD, 6.2ABC, 6.3, 6.4, 6.5ABCDEFGHI, 6.6ABCDEFGHI, 6.7ABCD, 6.8ABDi,ii,iii,Ei,ii,iii,F, 6.9ABCDEF, 6.10ABi,ii,CDii,iii,iv,v,vii,viii,ix,E, 6.11ABC, 6.12ABCDEFGHJ	6.1ACD, 6.2ABC, 6.3, 6.4, 6.5ABCDEFGH,, 6.6ABCDEFGHI, 6.7ABCD, 6.8ADi,ii,iii,Ei,ii,iii,F, 6.9ABCDEF, 6.10A,Bi,ii,C,Di,ii,iii,iv,v,vi,vii,viii,ix,E, 6.11BCD	6.2ABC, 6.3, 6.4, 6.5ABCDEFGH, 6.6ABCDEFGHI, 6.7ABCD, 6.8ABCDi,ii,iii,Ei,ii,iii, 6.9ABCDEF, 6.10ABi,ii,CDi,ii,iii,iv,vi,vii,viii,ix,E, 6.11AB, 6.12ABCDEFGHi,ii,IJ	6.2ABC, 6.3, 6.4, 6.5ABCDEFGH, 6.6ABCDEFGHI, 6.7ABCD, 6.8ABCDi,ii,iii,Ei,ii,iii, 6.9ABCDEF, 6.10ABi,ii,CDE, 6.11ABCD
Topic Focus	<p>Reading Workshop:</p> <ul style="list-style-type: none"> Read grade level texts fluently Establish a purpose for reading Explain the author’s purpose and message within a text Generate questions before, during and after reading Make, correct or confirm predictions Describe how the author's use of figurative language achieves specific purposes Infer the theme of a literary work Summarize the main idea and supporting details <p>Writing Workshop:</p> <ul style="list-style-type: none"> Use the writing process (planning, drafting, revising, editing, publishing) Write literary texts such as personal narratives and fiction using genre characteristics and craft Compose multi-paragraph informational & argumentative texts using genre characteristics and craft <p>Word Study:</p>	<p>Reading Workshop:</p> <ul style="list-style-type: none"> Describe different forms of point-of-view Summarize the main idea and supporting details Explain organizational patterns Synthesize and make logical connections Explain whether facts included in an argument are used for or against an issue Identify simply faulty reasoning and logical fallacies used in persuasive texts <p>Writing Workshop:</p> <ul style="list-style-type: none"> Use the writing process (planning, drafting, revising, editing, publishing) Write multi-paragraph literary essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft Write responses to literary and expository texts <p>Word Study:</p>	<p>Reading Workshop:</p> <ul style="list-style-type: none"> Recognize how various techniques appeal to the reader’s emotions Compare and contrast historical and cultural settings of text Understand, infer and draw conclusions about the elements and structure of drama, poetry, and other literary works Synthesize and make connections between ideas across multiple texts Analyze the effect of meter and structural elements of poetry across a variety of poetic forms <p>Writing Workshop:</p> <ul style="list-style-type: none"> Use the writing process (planning, drafting, revising, editing, publishing) Write a research based informational essay Produce a multimedia presentation involving text and graphics 	<p>Reading Workshop:</p> <ul style="list-style-type: none"> Compare and contrast the structure and viewpoints of two authors writing for the same purpose Compare and contrast stated or implied purposes of different authors writing on the same topic Recognize how various techniques appeal to the reader’s emotions Identify different organizational patterns in text and how they influence the reader Synthesize multiple texts and make logical connections across them <p>Writing Workshop:</p> <ul style="list-style-type: none"> Use the writing process (planning, drafting, revising, editing, publishing) Compose fiction text using genre characteristics and craft of fantasy <p>Word Study:</p> <ul style="list-style-type: none"> Determine the meaning of grade-level academic, English words

	<ul style="list-style-type: none"> ● Determine the meaning of grade-level academic, English words ● Use context to determine the meaning of unfamiliar words ● Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 	<ul style="list-style-type: none"> ● Determine the meaning of grade-level academic, English words ● Use context to determine the meaning of unfamiliar words ● Use a print or electronic resources to determine meanings, syllabication, pronunciation, etc. 	<ul style="list-style-type: none"> ● Compose poetry using genre characteristics and craft <p>Word Study:</p> <ul style="list-style-type: none"> ● Use context to determine the meaning of unfamiliar words ● Use newly acquired vocabulary appropriately ● Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 	<ul style="list-style-type: none"> ● Use context to determine the meaning of unfamiliar words ● Complete analogies that describe part to whole or whole to part ● Explain the meaning of foreign words and phrases commonly used in written English
<p>Suggestions for Parental Involvement / Support</p>	<p>Read with, listen to and encourage nightly reading using question stems:</p> <ul style="list-style-type: none"> ● “What is the theme of this story?” ● What helped you decide on that particular theme?” ● “Can you think of another story you’ve read that has a similar theme to this one?” ● “Why do you think the author chose those particular words in this section of the story?” ● “How did a particular character react when _____ happened? Why do you think he/she reacted in this way?” ● Why does (character) react differently from (character 2)? ● How is their perspective different? ● How does the setting impact the story? <ul style="list-style-type: none"> ● Look for imagery and figurative language and discuss how it adds to the story. Ask your child: ● What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or 	<ul style="list-style-type: none"> ● Read with, listen to and encourage nightly reading ● Read different genres of fiction (mystery, adventure/sports/ animal stories) & discuss the multiple plots and how they contribute to the story. <p>Question stems for Argumentative Texts:</p> <ul style="list-style-type: none"> ● What is the author’s primary purpose in writing this selection? How does the comparison in paragraph _____ support the author’s main argument? ● The author argues _____ because ____? ● Why is paragraph _____ important to the author’s argument? ● Which sentence contains an example of exaggeration? ● How does the author try to convince people that _____? 	<ul style="list-style-type: none"> ● Read aloud to model fluency and expression ● Encourage nightly writing and reading of previous writing. ● Read with, listen to and encourage nightly reading using question stems: <p>In poetry:</p> <ul style="list-style-type: none"> ● “Why did the author choose (rhyming words, alliteration, repeated lines)? ● How does that make the reading different? <p>In drama:</p> <ul style="list-style-type: none"> ● Discuss anything in parenthesis or brackets such as stage directions, feelings and emotions of characters, scene changes, etc. and engage your child in a conversation about what information these directions give to the reader for the purpose of understanding what is happening in the play. 	<p>Question stems for multiple genres:</p> <ul style="list-style-type: none"> ● How did the theme/setting/plot of the different stories stay the same? ● What is different? ● Which text was better at getting the point/lesson/point of view across? ● Why did you like it better? ● How did the characters solve problems in the same way? ● How were the solutions different? ● How are the themes in these stories the same? ● Which genre is the most interesting to you? Why? ● Encourage letter writing that conveys ideas, includes important information, demonstrates a sense of closure, and uses appropriate conventions (date, salutation, closing)

	<p>does it mean something else (e.g. get going)?</p> <ul style="list-style-type: none">• Can you think of another word to use instead of _____? <p>For informational text:</p> <ul style="list-style-type: none">• “What is the controlling idea of the selection?”• “Which statement best describes the author’s point of view?”• “Why does the author include this paragraph/illustration/• “What inference can you make after reading this selection?”• “What are the similarities/differences between _____ and _____?”			
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