



6th Grade English/Language Arts Overview (Academic Only)

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

In *English/Language Arts for Grade 6*, learning objectives stem from standards in the following categories: nonfiction; fiction; vocabulary; and writing within informational, narrative, and argumentative genres. Students are asked to read a variety of contemporary and classic texts to consider such concepts as theme, character development, author's perspective, and the specific strategies used by an author to achieve specific artistic impacts or throughout a text. Students examine and analyze a variety of arguments, speeches, and other texts from history, gaining a better understanding of argument and argumentative devices. Students learn to employ techniques for their own writing within different genres and learn that consideration of one's audience can help the writer make the most effective style choices. [English/Language Arts Grade 6 Indiana Academic Standards](#) serve as the foundation of the curriculum. These standards are supported in Noblesville Schools through the core curriculum materials for middle school, *The Units of Study for in Argumentative, Informative, and Narrative Writing: A Workshop Curriculum for Middle School Grades* (Heinemann Press).

Students in sixth grade read a wide variety of texts within different genres. Classroom texts include whole-class novels, student-selected texts for book clubs, and various nonfiction selections. Only whole-class novels are listed in this curriculum overview, and only for the academic-level courses. For information related to bridges-level courses, contact your child's teacher or enroll in Canvas as a parent observer to learn more.

A note about unit order: Collaborative teacher teams across both middle schools work together to align standards, assessments, and learning objectives. As order/name of units, duration of units, and essential questions are at the discretion of building-level teams, unit duration is not included in this overview, and information provided may apply to both schools or only one. For the most relevant and up-to-date information on your child's English/Language Arts curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

NOBLESVILLE SCHOOLS CURRICULUM
ENGLISH/LANGUAGE ARTS
 6th Grade



Units of Study

Table 1: Units of Study for 6th Grade English/Language Arts

Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
<p>Unit 1</p> <p>Related Whole-Class Texts: <i>Percy Jackson and The Lightning Thief</i> by Rick Riordan (West)</p> <p>Self-Selected Mystery Novels (East)</p>	<ol style="list-style-type: none"> Engage a listener or reader using narrative techniques. Read and interpret various types of narrative and nonfiction texts. 	<ol style="list-style-type: none"> The theme/central idea in literature/nonfiction is shown through details. A small section of text contributes to the overall meaning of a text. Characters change throughout a story. Word choice impacts meaning and tone. 	<ol style="list-style-type: none"> How does reading and interpreting various types of text enrich your understanding of the world? (East only) What are readers thinking about as they read? (West only) How do I read like a writer and use the skills in my own writing? How is change important to our character?
<p>Unit 2</p> <p>Related Whole-Class Texts: <i>Long Walk to Water</i> by Linda Sue Park (Both East and West)</p>	<ol style="list-style-type: none"> Conduct research on issues and interests, generate ideas and questions by posing problems, and gather, evaluate, and synthesize data from a variety of sources to communicate discoveries in ways that suit the purpose and audience. Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate a variety of texts, and draw on prior experiences as readers. 	<ol style="list-style-type: none"> Reading information in different media or formats helps readers have a better understanding of a topic or issue. The relationship between particular words helps to better understand each of the words. 	<ol style="list-style-type: none"> How do authors support their opinions? How can a text challenge or change me? How do we communicate in order to convince others? How can arguments affect change?

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Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
<p>Unit 3</p> <p>Related Whole-Class Texts:</p> <p><i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis (West)</p> <p><i>Walk Two Moons</i> by Sharon Creech (East)</p>	<ol style="list-style-type: none"> 1. Read from a variety of genres, time periods and cultures to understand themselves and the world around them. 2. Apply knowledge of structure, conventions, and genre to create, critique, and discuss writing. 	<ol style="list-style-type: none"> 1. Understand and use the conventions of standard English capitalization, punctuation, and spelling in writing. 2. Understand that text evidence is used to support understanding and inferences made while reading the text. 	<ol style="list-style-type: none"> 1. How do internal and external forces influence characters? 2. How do effective writers use grammar and punctuation to communicate ideas? 3. How do writers use textual evidence to support their ideas?
<p>Unit 4</p> <p>Related Whole-Class Texts:</p> <p><i>Miscalculations of Lightning Girl</i> by Stacey McAnulty (East)</p>	<ol style="list-style-type: none"> 1. Use nonfiction reading strategies to support analysis and inferences about a text. 2. Conduct inquiry-based research. 	<ol style="list-style-type: none"> 1. Interpret information that is presented in various media formats. 2. Facilitate student's own learning of a new topic. 	<ol style="list-style-type: none"> 1. What impact does being able to synthesize, analyze, and evaluate informational texts have on a person's understanding of a topic? 2. How can inquiry and research shape one's understanding of a concept? 3. How does curiosity about the world around us contribute to new understandings?