

# 6<sup>th</sup> Grade Curriculum Overview

## *Big Idea: The Individual in the World*

**Essential Question: How can reading help us understand and question the world and ourselves?**

### Course Overview:

The 6<sup>th</sup> grade curriculum has students direct their thinking to examining how they exist as an individual in a larger, more complex world. The literature integrated into the curriculum maintains a focus on how one can grow and learn from experiences throughout the world around them. Students will interact with texts that expose them to a variety of concepts including childhood, technology, and imagination. To develop insight into these and other important issues, students will read a whole class novel: *Out of My Mind* by Sharon Draper that provides an opportunity to witness growth in character through life experiences. An independent read of a novel aligned with the *myPerspectives* curriculum will provide additional practice in critical thinking and building stamina and reading skills. In addition, genre specific units will expose students to literature in the form of fiction, non-fiction, drama, and poetry that also encourage thinking critically about the essential question and delving into the text through close reading activities. Students will also acquire the necessary skills that will make them writers that are more effective communicators in writing, speaking and listening. Guided by the Next Generation Standard in English Language Arts, they will engage in argument writing, research, oral/visual presentations while incorporating knowledge and ideas from the texts and beyond. Within each unit, students will engage in language studies to build their knowledge of academic vocabulary, Greek/Latin roots, grammar, and conventions, which will enhance their comprehension and abilities in composing genre specific assessments. Furthermore, all units contain writing assignments aligned with the Collins Writing Program, which will provide students the opportunity to complete all five types of writing throughout the year. The goal of the curriculum is to expose students to a variety of perspectives based on the connection between the individual, their relationships with themselves, others and the world and evaluate how these interactions create experiences for growth. By the end of the year, students will have acquired a new level of their critical thinking lenses while building their academic skills in English Language Arts.

Required Texts	Supplemental Texts
<ol style="list-style-type: none"><li>1. <i>Out of My Mind</i>- Sharon Draper</li><li>2. <i>my Perspectives</i>- Online Textbook</li><li>3. <i>Choice Novel- myPerspectives</i> Trade Book</li></ol>	<ol style="list-style-type: none"><li>1. <i>Selections from CommonLit</i></li><li>2. <i>Articles from Newsela</i></li><li>3. <i>District Provided Materials</i></li><li>4. <i>Walk Two Moons-Sharon Creech</i></li><li>5. <i>Bud, Not Buddy-Christopher Paul Curtis</i></li></ol>

<b>6<sup>th</sup> Grade Units</b> <b>The Individual in the World</b> Units do not need to be completed in the order shown; sequence is at the teacher's discretion		<b>6<sup>th</sup> Grade Essential Question:</b> <b>How can reading help us understand and question the world and ourselves?</b>	<b>Materials:</b> <i>myPerspectives On-line text</i> <i>Out of My Mind by Sharon M Draper</i> <i>District Created Materials</i> <i>NEWSLA articles</i>
<b>Units</b>	<b>Anchor Texts</b>	<b>Skills</b>	<b>Final Unit Assessment/ Next Gen Standards</b>
<b>Unit 1</b> <b>Argument Writing</b> 2 weeks	<i>FWS/SWS</i> District will provide materials; topic changes annually.	<b>Argument components:</b> claim, counterclaim, reasons, evidence, rebuttal. <b>Argument text structure:</b> including introduction, development of body paragraphs, and conclusion; in-text citations, use of transition words and phrases <b>Informational text comprehension and critical thinking</b> required to support an argument	<b>Argument Essay</b> <b>6R1/6W1/6L2</b>  Collins Type 3 Evidence Based Claim
<b>Unit 2</b> <b>Short Stories</b> 4 weeks  <i>myPerspectives</i> <i>Unit 1</i> Childhood	What are the challenges and triumphs of growing up?  <i>From Peter Pan</i> <i>The Boy Nobody Knew</i> <i>Raymond's Run</i> <i>Eleven</i>	<b>Comprehension and Analysis:</b> narrative writing, central idea, character, theme, sequence of events, author's purpose, conflict, dialogue, tone  <b>Language Study:</b> academic vocabulary, common-proper-possessive nouns, pronoun case, adjectives/adverbs, synonyms/antonyms, context clues, onomatopoeia, imagery, root word- pulse and spec, suffix -ness	<b>Narrative Presentation</b> <b>6R/6W3/6W4/6L1</b>  Create a digital or paper story map (recitation of story)
<b>Unit 3</b> <b>Drama</b> 4-5 weeks  <i>myPerspectives</i> <i>Unit 4</i> Imagination	What kind of adventures can you experience when you use your imagination?  <i>The Phantom Tollbooth</i>	<b>Comprehension and Analysis:</b> Characterization, character traits, dynamic vs. static character, direct vs. indirect characterization, alliteration, foreshadowing, drama structure (stage directions and dialogue), couplets, theme, media  <b>Language Study:</b> Academic Vocabulary, Media vocabulary, denotation, sentence parts and types, sentence structure (clauses) combining sentences, suffix -ity	<b>Fictional Narrative (Short Story)</b> <b>6R2/6W3/6L3</b>  Compare-contrast project/essay
<b>Unit 4</b> <b>Novel #1</b> 5-6 weeks  Novel Unit	Character Development  <i>Out of My Mind</i> Sharon Draper	<b>Comprehension and Analysis:</b> Plot Elements (Character, Conflict, Setting) Plot Structure, Inferencing, Characterization, Context Clues, Author's Perspective, Character's Point of View, Tone, Theme, Constructed Response, Citing Text Evidence  <b>Language Study:</b> Academic Vocabulary, Figurative Language, Author's Style, Word Choice, Tone	<b>Literary Analysis</b> <b>6R3/</b>  Essay
<b>Unit 5</b> <b>Poetry</b> 3-4 weeks <i>myPerspectives</i> <i>Unit 5</i> Animal Allies Newsela	A Blessing Predators  Newsela Poetry Content	<b>Comprehension and Analysis:</b> Elements of Poetry (structure, lines, stanzas), Poetic Forms (narrative free verse), speaker, word choice, imagery, tone, using context, context clues, paraphrase  <b>Language Study:</b> Figurative language, multiple meaning words, sound devices, root -dom, suffix -ist, -able, -ly.	<b>Informative Presentation</b> <b>6R4/ 6W2/6L5</b>  Poetry Analysis Project

<p><b>Unit 6</b> <b>Research</b> 2-3 weeks</p> <p><b>myPerspectives &amp; Novel Units</b></p>	<p><b>Common Core Workshops</b> <b>Introductory Unit (pp. lxx-lxxxi)</b> Conducting Research</p> <p>Mini-Research projects incorporated into novel units</p>	<p><b>Learning the research process:</b> Short term vs long term research/ elements of a research report/Evaluate sources for reliability, relevance, accuracy, and how current they are/pre-writing and planning/choosing and narrowing a topic/create a research plan/use multiple sources including digital and print; primary and secondary/ Develop a research question and create a thesis statement/ Develop organized note-taking and outlining/Cite sources correctly/Paraphrase and summarize/ integrate information from multiple sources/Use in text [parenthetical] citations/check citations/Create a “works cited” page/revise work/use student model to guide writing (p. lxxix-lxxxi)</p>	<p><b>6R5/ 6W6/6W7/6L1</b></p> <p>Research Project/ Presentation Collins Type 4 Peer Edit for FCAs</p>
<p><b>Unit 7</b> <b>Independent Reading</b> 4-5 weeks</p>	<p><i>Suggested Novels</i> <i>Bud, Not Buddy</i> <i>Where the Red Fern Grows</i> <i>My Side of the Mountain</i> <i>Watership Down</i> <i>Maniac Magee</i></p>	<p><b>Comprehension and Analysis:</b> Conflict, Motif, Suspense, Simile, Suspense, Characterization, Dialect, Personification, Symbolism, Novel Plot Elements (Beginning, Middle, End)</p> <p><b>Language Study:</b> Academic Vocabulary, Mood, Tone, Author’s Purpose, Author’s Style, Word Choice, Figurative Language</p>	<p><b>Compare/Contrast Essay</b> <b>6R7/6W5/6L6</b></p> <p>Compare/Contrast Characters</p>
<p><b>Unit 8</b> <b>YA Night Project</b> 1-2 weeks</p>	<p>District will provide materials; topic changes annually</p>	<p><b>Independent Inquiry:</b> Dig deeply into a topic to foster a better understanding/reflect upon a topic and to understand its relevance for today’s society/ appreciate and respect the contributions and rights of others without regard to the similarities or differences they may present</p>	<p><b>***Standards will vary</b></p> <p>Independent Project of Choice based on district guidelines</p>
<p><b>Unit 9</b> <b>Non-Fiction</b> 4 weeks</p> <p><b>myPerspectives Unit 5</b> Exploration</p>	<p>What drives people to explore?</p> <p>Mars Can Wait, Oceans Can’t. From Shipwreck at the Bottom of the World Sacajawea The Legacy of Artic Explorer Matthew Henson</p>	<p><b>Comprehension and Analysis:</b> Central Idea, inferences, text features, annotating, patterns, structure, technique, ideas, evidence, word choice</p> <p><b>Language Study:</b> Academic vocabulary, combining sentences, suffix -ive, root -dur, -vad, -ped, prepositional phrases, subject complements.</p>	<p><b>Advertisement</b></p> <p><b>6R8/6W1/6L4</b></p> <p>Argument Writing Piece Collins Type 5</p>

# NEW YORK STATE GRADE 6 NEXT GENERATION ELA STANDARDS

## **Reading** (Literary and Informational Text) | **6R**

### **Key Ideas and Details**

6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.  
6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.  
6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.

### **Craft and Structure**

6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.  
6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.  
6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.

### **Integration of Knowledge and Ideas**

6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.  
6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.

## **Writing** | **6W**

### **Text Types and Purposes**

6W1: Write arguments to support claims with clear reasons and relevant evidence.  
6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.  
6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

### **Research to Build and Present Knowledge**

6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable  
6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.  
6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

*\*Please note sub standards in Writing, Speaking/Listening and the Language categories for progression nuances.*

## **Speaking and Listening** | **6SL**

### **Comprehension and Collaboration**

6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others  
6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.  
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### **Presentation of Knowledge and Ideas**

6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  
6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.  
6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Language** | **6L**

### **Knowledge of Language**

6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies  
6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.