



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile: English 6

<u>Department</u>	English	
<u>Course Name</u>	English 6	
<u>Course Length</u>	1 Year	
<u>High School Credits</u>	N/A	
<u>Description</u>	The English 6 course follows the Teachers College Reading and Writing Project's Units of Study Sequence. English 6 offers a variety of experiences in reading, writing, listening, and speaking. Our units of study utilize a reading and writing workshop model. Students read a range of titles, write regularly, and conference with their teachers to maximize their success.	
<u>Target/eligible students</u>	All 6th grade students	
<u>State Learning Standards Link(s)</u>	New York State Next Generation Learning Standards for English Language Arts <ul style="list-style-type: none"> ● Reading Standards for Literary and Informational Texts ● Writing Standards ● Speaking and Listening Standards ● Conventions of Academic English Language Learning 	p. 74 p. 75 p. 77 p. 78
<u>Primary texts and materials</u>	<p>Texts vary depending on student choice and classroom library availability. Some of the 6th Grade titles may include:</p> <p><u>Touching Spirit Bear</u> by Ben Mikaelson <u>Red Midnight</u> by Ben Mikaelson <u>Refugee</u> by Alan Gratz Various titles by Grace Lin <u>The Misfits</u> by James Howe <u>A Single Shard</u> by Linda Sue Park <u>Roll of Thunder Hear My Cry</u> by Mildred Taylor <u>Stella By Starlight</u> by Sharon M. Draper <u>The Watsons Go to Birmingham</u> By Christopher Paul Curtis <u>One Crazy Summer</u> by Rita Williams-Garcia <u>The Journey of Little Charlie</u> By Christopher Paul Curtis <u>Finding Junie Kim</u> By Ellen Oh <u>The Sea in Winter</u> by Christine Day <u>Prisoner B-3087</u> By Alan Gratz <u>The Devil's Arithmetic</u> by Jane Yolen <u>Stinky</u> by Eleanor Davis</p> <p>Short Stories</p> <p>"Fish Cheeks" by Amy Tan "The Jacket" by Gary Soto "The Follower" by Jack Gantos "Everything Will Be Okay" by James Howe "Raymond's Run" by Toni Cade Bambara "Eleven" by Sandra Cisneros "The Scholarship Jacket" by Marta Salinas "Charles" by Shirley Jackson "All American Slurp" by Lensey Namioka <i>The Hero Next Door</i> edited by Obugbemisola Rhuday-Perkovich <i>Flying Lessons and Other Stories</i> edited by Ellen Oh <i>Look Both Ways</i> by Jason Reynolds (Collection of short stories)</p>	

	"Lumberjanes" Comics by Noelle Stevenson "Comic Squad: Recess!" by multiple authors	
<u>Scope/Sequence</u>	<u>*Standards/ Themes</u>	
<u>Unit 1: Personal Narrative</u>	6W3	Students generate ideas based on past memories/experiences. After choosing one significant small moment, students go through the writing process to organize, draft and publish their personal narrative. Throughout the unit, students will revise their writing to incorporate descriptive language, dialogue and sensory images.
<u>Unit 2: A Deep Study of Character</u>	6RL1-3	Students will learn to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes. The unit engages students with close reading, gathering text evidence, and weighing and evaluating multiple theories about complex characters.
<u>Unit 3: The Literary Essay</u>	6W5	Students learn the foundational moves of essay writing. They learn that essays have a structure and consist of a claim and supporting evidence. As they move through the writing process they will develop a claim about a character in a short story or novel, provide evidence from the text and explain how their evidence supports their thinking.
<u>Unit 4: Tapping the Power of Nonfiction</u>	6RI1-3	Nonfiction reading skills are essential to students' achievement in virtually every academic discipline. During this unit students will develop a solid set of nonfiction reading skills: determining central ideas, summarizing to create a concise version of text, synthesizing within and across texts, building vocabulary, growing ideas and reading critically to question the author's point of view and perspective.
<u>Unit 5: Research-Based Informational Writing</u>	6W1	Students will explore and analyze various informational texts to gain knowledge about different social issues. They will then choose an issue, conduct research and write an informational, explanatory essay. After revising and editing, they will publish using a digital platform. Throughout the unit, students will create a clear structure for their writing, while incorporating relevant quotations and citations to support their claim.
<u>Unit 6: Social Issues Book Clubs</u>	6RL1-5	Students will analyze issues that arise between characters in their books. These issues lead into talking about how power, perspective, and conflicts impact characters. Students will analyze the dynamics between two or more characters, consider cause and effect, and evaluate character relationships. Students will learn to notice when issues seem related to the social groups a character is part of. Students will consider how group issues and dynamics are playing out in a story. Students will also deepen the connections they make to literature. Students will also appreciate how their own experiences are also a lens for their reading
<u>Unit 7: Test Prep Micro-Unit</u>	All reading and writing standards	This micro-unit focuses on test taking strategies and practice to help prepare students for the NYS state ELA exam.

<u>Unit 8: Fantasy Book Clubs</u>	6RL 1-5	This unit encourages students to read with more independence. The unit is structured for small book clubs, reading fantasy novels and series. They'll read several novels, both so they become deeply immersed in this literary genre, and so they can develop the kind of higher-level thinking skills needed to study how authors develop characters and themes over time. They'll synthesize details and make connections. Students will do this across the several fantasy novels they read, each time analyzing how the work differs slightly in different texts.	
<u>Unit 9: Graphic Novels</u>	6W3	Students will study and compare various graphic novels to identify what makes this format unique. They will then cycle through the writing process to create their first graphic novel. This means students will generate several story ideas and plot out one of these stories across a "bookmap." They will then plan the panel layout for each page of their book before they draft. This bend also supports students in basic cartooning moves and in revising their plot and their art to make their books clear to the reader.	
<u>Additional Notes</u>	Needs of students with Individualized Education Programs are met through modification of content, process, and product.		