



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile: Reading 6

<u>Department</u>	English		
<u>Course Name</u>	Reading 6		
<u>Course Length</u>	1 Year		
<u>High School Credits</u>	N/A		
<u>Description</u>	The Reading 6 course follows the Teachers College Reading and Writing Project's Units of Study Sequence. Reading 6 offers a variety of experiences in reading, writing, listening, and speaking. Our units of study utilize a reading workshop model. Students read a range of titles, write regularly, and conference with their teachers to maximize their success. Teachers College Running Records are administered three times per year, allowing for students to be placed in book clubs according to their independent reading level.		
<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 • Reading Standards for Literary and Informational Texts • Speaking and Listening Standards • Conventions of Academic English Language Learning		p. 74 p. 77 p. 78
<u>Primary texts and materials</u>	Texts vary depending on student choice and classroom library availability. Some of the 6th Grade mentor texts include: "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) "Lumberjanes" Comics by Noelle Stevenson "Comic Squad: Recess!" by multiple authors		
<u>Scope/Sequence</u>	*Standards/ Themes	New York State Next Generation Learning Standards for English Language Arts • Reading Standards for Literary and Informational Texts • Speaking and Listening Standards • Conventions of Academic English Language Learning	
<u>Unit 1. Literary Elements Micro Unit</u>		Students will learn the literary elements of plot, setting, character, and theme. This unit serves as a bridge between the beginning of the year and the book clubs we will start in October. Understanding these elements of setting is imperative for students to fully comprehend what is going on in a story.	

<u>Unit 2. 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. 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 4. Test prep</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 5. Novels in Verse</u>	6RL1-6	Students will participate in a Novel in Verse unit where students closely read and analyze different texts within this genre. Students will be immersed in texts that have them consider the heart of the characters, evoke responses to themes and consider complex texts all while reading inspiring stories.	
<u>Unit 6. Graphic Novels</u>	6RL1-5	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>	All book club units include multiple book club book options for students to choose from that are appropriate for their independent reading level. These independent reading levels are determined through administration of Teachers College Running Records in September, January, and June.		