

Hempstead Public School District

IB PYP School

Language & Literature

Grade 6

2025-2026

Unit	Standards	ATL	Content	Assessment
UOI-1-Who We Are September Learner Profile: Risk Taker Mindset: Everything is Possible October Learner Profile: Inquirer Mindset: Passion First Duration: 9/8-10/24 myPerspectives-Unit 1-Growing Up Essential Questions: What are some of the challenges and triumphs of growing up? Mentor Text: The Competition Nonfiction Narrative (Whole Class) My Achilles' Meal From <i>Bad Boy</i> "I Was a Skinny Tomboy Kid" Peer Learning: The Moth Presents: Aleeza Kazmi Prince Francis Eleven Independent Learning Oranges The Boy Nobody Knew The Horned Toad Raymond's Run Grade 6 - myPerspectives Digital Novels Library	6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) 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 (RI&RL) 6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL) 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing. 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.	-Research Skills -Communication -Skills Social Skills -Thinking Skills	I can: 1. Analyze point of view 2. Determine central ideas and theme 3. Analyze conflict and resolution 4. Make inferences 5. Make connections 6. Question the text Learning Target Example: I can <u>analyze text structure</u> by my understand of problem and solution so that I determine theme.	Reading Comprehension Standards 6R1, 6R2, 6R7 iReady, BOY Assessments Performance Task: Personal Narrative - Write a nonfiction narrative in which you tell about a real-life experience that answer: When did a challenge lead to triumph? Grade 6-Personal Narrative Grade 6-Performance Task Slides Grade 6-Unit 1-Table of Contents (Unit Overviews for Each Unit) Grade 6-Unit 1-TE Narrative Writing Resource: Narrative Writing Minilessons Skill Videos

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2-UOI-Where We Are in Place and Time October Learner Profile: Inquirer Mindset: Passion First November Learner Profile: Communicator Mindset: We Are Connected December Learner Profile: Open-Minded Mindset: We Are Connected Duration: 10/27-12/5 myPersepectives-Unit 2-Natural Allies Essential Question: How do animals and people interact? Genre: Explanatory Text Mentor Text: Reading Buddies “My Life with the Chimpanzees” “Horses as Healers Around the World” Poetry Collection: Sonnet Nikita The Visitor Creation Story The Tale of the Hummingbird Biography Black Cowboy, Wild Horses Independent Learning: Predators The Girl Who Gets Gifts From Birds Speak, Fido! All the Pretty Ponies Grade 6 - myPerspectives Digital Novels Library	6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) 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 (RI&RL) 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. (RI&RL) 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate	-Communication Skills -Research Skills -Thinking Skills	I can: 1. Analyze author’s purpose 2. Analyze central idea 3. Conduct research 4. Informative/ explanatory writing Learning Target Example: I can identify repeated ideas by using the “Again and Again” strategy so that I can <u>determine theme</u> .	Reading Comprehension Standards 6R1, 6R2, 6R8 Benchmark #1 11/5-11/6 Performance Task: Create an explanatory essay Performance Task- Informational Essay Informational Essay Slides Grade 6-Unit 2-TE Grade 6-Unit 1- Table of Contents (Unit Overviews for Each Unit)

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UOI-3-How We Express Ourselves December Learner Profile: Open-Minded Mindset: We Are Connected January Learner Profile: Principled Mindset: 100% Accountability February Learner Profile: Balanced Mindset: Attitude of Gratitude Duration: 12/8-2/13 myPerspectives-Unit 3 Living with Technology Essential Question: Is technology helpful or harmful in our lives? Genre: Argument Mentor Text: That's Not Progress! Whole-Class Learning: From Cinder The Biometric Body Biometrics Are Not Better Peer-Group Learning Feathered Friend The Microchip Implants That Let You Pay with Your Head Social Media Influencers Impact Teens Independent Learning 7-Year Old Girl Gets New Hand High-Tech Backpacks The Railway Train The Engine The Internet of Things	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 (RI&RL) 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) 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. (RL) 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 or central ideas. (RI) 6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In informational texts, explain how an author's geographic location or culture affects his or her perspective. (RI) 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. (RI&RL)	-Information transfer -Information literacy -Literacy -Interpersonal relationships, social and emotional intelligence	I can: 1. Analyze point of view 2. Identify main idea 3. Analyze text features 4. Analyze plot and setting 5. Compare and contrast texts 6. Analyze argumentative texts Learning Target Example: I can analyze plot by using a summary strategy so that I can determine theme.	Reading Comprehension Standards 6R3, 6R5, 6R6, 6R8 iReady 1/6-1 /17 Performance Task: Create an argumentative text Performance Task- Argument Essay Argument Essay Slides Grade 6-Unit 3-TE Grade 6-Unit 1-Table of Contents (Unit Overviews for Each Unit) Grade 6 - myPerspectives Digital Novels Library

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UOI 4-How We Organize Ourselves? February Learner Profile: Balanced Mindset: Attitude of Gratitude March Learner Profile: Reflective Mindset: Attitude of Gratitude April Learner Profile: Caring Mindset: Live to Give Duration: 2/9-4/27 myPerspectives-Unit 4-Imagined Worlds Essential Question: How does imagination enrich our lives? Genre: Fictional Narrative Mentor Text: from The New Planet Whole-Class: A Wrinkle in Time, Part 1 A Wrinkle in Time, Part 2 Peer-Group Learning: The Tanuki-Kettle Jabberwocky The Mock Turtle's Song The Sand Castle Independent Learning From The Wizard of Oz Two of a Kind Dreaming Up the Future From The Misadventure of Don Quixote From Alice's Adventures in Wonderland Grade 6 - myPerspectives Digital Novels Library	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 (RI&RL) 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL.) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) 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. 6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In informational texts, explain how an author's geographic location or culture affects his or her perspective. (RI)	- Research Skills -Communication -Skills Social Skills -Thinking Skills	I can: - determine point of view - analyze character and plot - Analyze text structure - Conduct research - Narrative Writing Learning Target Example: I can identify text structure by using the FASCT strategy so that I generate summary statements.	Reading Comprehension Standards 6R3, 6R5, 6R6 Benchmark #2: 3/4 NYS ELA Assessment 4/22-4/23 NYS Math Assessment 5/6-5/8 NYSESLAT Speaking 4/13-4/30 Performance Task: Create a fictional narrative Performance Task-Short Story Short Story Slides Grade 6-Unit 4-TE Grade 6-Unit 1-Table of Contents (Unit Overviews for Each Unit)

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UOI 5-How the World Works? April - Learner Profile: Caring - Mindset: Live to Give May - Learner Profile: Thinker - Mindset: The Time is Now June - Learner Profile: Knowledgeable - Mindset: The Time is Now Duration: 4/27-6/8 myPerspectives-Unit 5-Extraordinary People Essential Question: What makes people extraordinary? Genre: Argument Mentor Text: What Does it Mean to Be Extraordinary? Whole-Class Learning: Eyes Looking to the Sky The World's Best Blind Mountain Biker Peer-Group Learning: Ada and the Thinking Machines The King of Mazy May From Sacajawea From Leis & Clark Independent Learning The Hero Twins... From Shipwreck at the Bottom... Time Magazine's Kid of the Year The Legacy of Arctic Explore	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 (RI&RL) 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL.) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) 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. 6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In informational texts, explain how an author's geographic location or culture affects his or her perspective. (RI)	- Research Skills -Communication -Skills Social Skills -Thinking Skills	I can: 1. determine point of view 2. analyze character and plot 3. Analyze text structure 4. Conduct research 5. Narrative Writing Learning Target Example: I can identify text structure by using the FASCT strategy so that I generate summary statements.	Reading Comprehension Standards 6R3, 6R5, 6R6 NYSESLAT Speaking 4/13-4/30 NYSESLAT LRW 5/4-5/22 5th Grade Science 5/12 Performance Task: Create an argument Research Based Essay Argument Slides Grade 6-Unit 5-TE Grade 6-Unit 1-Table of Contents (Unit Overviews for Each Unit) Grade 6 - myPerspectives Digital Novels Library

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6-Sharing the Planet TBD May - Learner Profile: Thinker - Mindset: The Time is Now June - Learner Profile: Knowledgeable - Mindset: The Time is Now Duration: 6/8-6/26 Essential Question: Unit Theme: Genre: Texts:	7R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) 7R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) 7 R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)	-Exchange Information -Literacy -Interpersonal Relationships	I can... 1. 2. 3. 4. 5. Foundational Skills:	Reading Comprehension 6R2, 6R3, 6R5, iReady NWEA 6/8-6/18 SEL 6/15-6/18