Accelerated Grade 6 ELA
Syllabus

Course Description: The 6th Grade English Language Arts ACCELERATED curriculum utilizes the *My Perspectives* program, which is centered on the fundamental concept of perspective. The course encourages students to explore Essential Questions about life and the world, fostering growth as thoughtful readers, confident writers and engaged communicators. Students will read a variety of texts, diving into exciting short stories, classic poems, informative nonfiction articles and powerful essays, thus encountering diverse voices and cultures through the literature. The core focus is on understanding different viewpoints, such as how one character sees a situation differently than another, how an author's background influences a story, and how the student's own experience shapes comprehension. This is achieved through a balance of classic and contemporary literature, informational texts, poetry, and dramatic works, where students learn to analyze author's craft and support ideas with strong textual evidence.

Throughout all five units, students will continuously build foundational ELA skills essential for success in middle school and beyond.

Accelerated English Language Arts (Grade 6) This course utilizes an advanced instructional framework designed for students demonstrating high academic readiness. Content is delivered at an accelerated pace to foster deeper critical thinking and advanced analytical skills. In addition to the core grade-level curriculum units, the instructional map incorporates comprehensive novel studies. These literary extensions are designed to elevate student engagement with complex texts, enhance thematic analysis, and cultivate rigorous evidence-based writing.

Key Adjustments:

- **Pacing:** Compacted timeline to allow for rapid concept mastery and independent application.
- **Enrichment:** Integration of dedicated novel studies alongside core thematic units to challenge student comprehension and textual synthesis.

Accelerated Unit Outlines & Literary Extensions

Unit 2: Literary Extension

- **Selected Text:** *This Side of Wild* by Gary Paulsen
- **Instructional Focus:** Exploring non-fiction narrative structures, thematic elements of human-nature relationships, and author’s purpose through real-life adventure vignettes.

Unit 4: Comparative Literary Studies

August 2026

- **Selected Texts:** *Charlie and the Chocolate Factory* by Roald Dahl & *Middle School: The Worst Years of My Life* by James Patterson
- **Instructional Focus:** Conducting comparative analysis of diverse protagonist perspectives, tracking character development across different tones (whimsical vs. realistic fiction), and examining external and internal conflicts.

Unit 5: Contemporary Inquiry & Mystery Studies

- **Selected Texts:** *The 39 Clues: The Maze of Bones* by Rick Riordan & *Masterminds* by Gordon Korman
- **Instructional Focus:** Analyzing plot architecture, suspense, and pacing. Students will evaluate how authors use structural choices to develop central mysteries and motivate ensemble casts of characters.

I. Reading and Comprehension

- **Text Analysis:** Students will closely analyze texts to determine the author's central idea, purpose, and the development of literary devices (e.g., simile, metaphor).
- **Evidentiary Support:** Mastery of citing strong and thorough textual evidence to support analysis of the explicit content and inferences drawn from the text.
- **Author's Craft:** Analyzing how an author develops point of view, structure, and word choice to convey meaning and create effect.

II. Writing and Research

- **Genre Production:** Students will produce clear and coherent writing across the three primary genres: Narrative, Argumentative (persuasive essays), and Informational/Explanatory (reports).
- **Conventions and Clarity:** Consistent application and development of skills in punctuation, capitalization, grammar, and sentence structure to ensure professional written communication.
- **Revision and Editing:** Focusing on organizational structure, the thorough development of ideas, and adherence to standard English conventions.

III. Speaking and Listening

- **Collaborative Discourse:** Engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), fostering the respectful sharing of diverse perspectives.
- **Formal Presentation:** Instruction and practice in researching topics, synthesizing information, and delivering clear, focused, and evidence-based presentations to an audience

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REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Unit 1 - Growing Up **Essential question- What are some of the challenges and triumphs of growing up?** **genres-personal narrative, memoir, realistic short story** **text elements-first person point of view, central idea & theme, media vocabulary, plot/conflict/resolution** **reading strategies-making inferences, generate questions, making connections** **vocabulary-Latin prefixes: con-, mal-, vis & spec** **author's craft / conventions-common, proper & possessive nouns, pronoun case, figurative language, pronoun antecedent agreement** **writing-personal narrative**	**30 days**	**CC.1.2.6.A** **CC.1.2.6.C** **CC.1.2.6.K** **CC.1.2.6.L** **CC.1.3.6.A** **CC.1.3.6.F** **CC.1.3.6.H** **CC.1.3.6.I** **CC.1.3.6.J** **CC.1.4.6.A** **CC.1.4.6.B** **CC.1.4.6.C** **CC.1.4.6.D** **CC.1.4.6.E** **CC.1.4.6.Q** **CC.1.4.6.R** **CC.1.4.6.S** **CC.1.5.6.A** **CC.1.5.6.C** **CC.1.5.6.D** **CC.1.5.6.E** **CC.1.5.6.G**	**exit ticket per story** **selection assessment per story** **unit test**

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Unit 2 - Natural Allies **Essential question- How do animals and people interact?** **genre- informational essay, autobiography, informational article, poetry, biography** **text elements- author's purpose & central idea, central idea & organizational patterns, structural elements of poetry, multiple themes** **reading strategies- establish a purpose for reading, generate questions, adjust fluency, paraphrase** **vocabulary- Latin suffix -able, Latin root -bene-, Latin prefix dis-, synonyms, connotations, multiple meaning words** **author's craft/conventions- reflexive & intensive pronouns, author's purpose, word choice & tone, sentence structures, figurative language** **writing- informational essay**	**29 days**	**CC.1.3.6.A** **CC.1.3.6.B** **CC.1.3.6.C** **CC.1.3.6.D** **CC.1.3.6.E** **CC.1.3.6.F** **CC.1.3.6.G** **CC.1.3.6.H** **CC.1.2.6.A** **CC.1.2.6.B** **CC.1.2.6.C** **CC.1.2.6.D** **CC.1.2.6.E** **CC.1.2.6.F** **CC.1.2.6.G** **CC.1.2.6.H** **CC.1.4.6.A** **CC.1.4.6.C** **CC.1.4.6.D** **CC.1.4.6.E** **CC.1.4.6.F** **CC.1.4.6.G** **CC.1.4.6.H** **CC.1.4.6.I** **CC.1.5.6.A** **CC.1.5.6.B** **CC.1.5.6.C** **CC.1.5.6.D** **CC.1.5.6.E** **CC.1.1.6.D** **CC.1.1.6.E** **CC.1.1.6.F**	**exit ticket per story** **selection assessment per story** **unit test**

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Unit 3 - Living with technology **Essential question-Is technology helpful or harmful in our lives?** **genre- argument, science fiction, informational article, argument** **text elements- setting & plot, central idea, claims & supporting evidence, multiple themes, analyze details** **reading strategies- make inferences, integrate information, generate & ask questions, paraphrase** **vocabulary- denotation/connotation, synonyms/antonyms, analogies, Greek prefix micro-** **author's craft/conventions- pronoun number & person, references in informational writing, prepositions & prepositional phrases, setting & plot, commas, conjunctions** **writing- argumentative essay**	**30**	**CC.1.2.6.A** **CC.1.2.6.B** **CC.1.2.6.C** **CC.1.2.6.D** **CC.1.2.6.E** **CC.1.2.6.F** **CC.1.2.6.G** **CC.1.2.6.H** **CC.1.2.6.J** **CC.1.2.6.K** **CC.1.2.6.L** **CC.1.3.6.A** **CC.1.3.6.C** **CC.1.3.6.E** **CC.1.3.6.G** **CC.1.3.6.I** **CC.1.3.6.J** **CC.1.3.6.K** **CC.1.4.6.A** **CC.1.4.6.B** **CC.1.4.6.C** **CC.1.4.6.D** **CC.1.4.6.E** **CC.1.4.6.F** **CC.1.4.6.G** **CC.1.4.6.H** **CC.1.4.6.I** **CC.1.4.6.J** **CC.1.4.6.M** **CC.1.4.6.N** **CC.1.4.6.O** **CC.1.4.6.P** **CC.1.4.6.Q** **CC.1.4.6.R** **CC.1.4.6.S** **CC.1.4.6.T** **CC.1.4.6.V** **CC.1.4.6.W** **CC.1.4.6.X**	**exit ticket per story** **selection assessment per story** **unit test**

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Unit 4 - Imagined Worlds **Essential question-How does imagination enrich our lives?** **genre- fiction, drama, folk tale, narrative poem, song, science fiction** **text elements- dramatic structure: character & dialogue and stage directions, conflict & theme, structures in poetry: meter, plot & flashback** **reading strategies- ask questions, paraphrase, make predictions** **vocabulary- academic vocabulary, concept vocabulary, compound words, multiple-meaning words, context clues, connotation, digital resources, word origins, prefix un-** **writing- summary, short story, comparison & contrast essay**	**34 days**	**CC.1.2.6.A** **CC.1.2.6.B** **CC.1.2.6.C** **CC.1.2.6.D** **CC.1.2.6.E** **CC.1.2.6.F** **CC.1.2.6.G** **CC.1.2.6.H** **CC.1.2.6.I** **CC.1.2.6.J** **CC.1.2.6.K** **CC.1.2.6.L** **CC.1.3.6.A** **CC.1.3.6.B** **CC.1.3.6.C** **CC.1.3.6.D** **CC.1.3.6.E** **CC.1.3.6.F** **CC.1.3.6.G** **CC.1.3.6.H** **CC.1.3.6.I** **CC.1.3.6.J** **CC.1.3.6.K** **CC.1.4.6.A** **CC.1.4.6.B** **CC.1.4.6.C** **CC.1.4.6.D** **CC.1.4.6.E** **CC.1.4.6.F** **CC.1.4.6.G**	**exit ticket per story** **selection assessment per story** **unit test**

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Unit 5 - Extraordinary People **Essential question- What makes people extraordinary?** **genre- short story, video, biography, adventure story, historical fiction, graphic novel** **text elements- narrative point of view, print & graphic features, elements of plot (characters, conflict & pacing), historical & cultural setting** **reading strategies- ask questions, taking notes, making predictions, monitoring comprehension, making connections** **vocabulary- analogies, media vocabulary, context clues,**	**32 days**	**CC.1.1.6.D** **CC.1.1.6.E** **CC.1.1.6.F** **CC.1.2.6.A** **CC.1.2.6.B** **CC.1.2.6.C** **CC.1.2.6.D** **CC.1.2.6.E** **CC.1.2.6.F** **CC.1.2.6.G** **CC.1.2.6.H** **CC.1.3.6.A** **CC.1.3.6.B** **CC.1.3.6.C** **CC.1.3.6.D** **CC.1.3.6.E** **CC.1.3.6.F** **CC.1.3.6.G** **CC.1.3.6.H** **CC.1.4.6.A** **CC.1.4.6.C** **CC.1.4.6.D** **CC.1.4.6.E**	**exit ticket per story** **selection assessment per story** **unit test**

Anglo-Saxon suffix -ness, Latin root -pend-, synonyms **author's craft/conventions- figurative language & tone, conjunctive adverbs, figurative language** **writing- diary entry, oral report, research paper, informational report, argumentative essay**		**CC.1.4.6.F** **CC.1.4.6.G** **CC.1.4.6.H** **CC.1.4.6.I** **CC.1.4.6.J** **CC.1.4.6.K** **CC.1.4.6.L** **CC.1.5.6.A** **CC.1.5.6.B** **CC.1.5.6.C** **CC.1.5.6.D** **CC.1.5.6.E**	

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