

## Curriculum at a Glance

### English - Grade 6

The Grade 6 English curriculum builds off the skills, strategies, and classroom practices developed in elementary school. In reading, we emphasize personal choice, reading volume and complexity, and abstract thinking about literature. Building off previous work, students dive deeper into theme development and analysis of symbolic elements. In writing, students are exposed to the three major modes (narrative, informational, and argument), with a great emphasis on writing strong claims with textual support. A high instructional focus is put on reading comprehension strategies across the two English sections. Since the work in both reading and writing tends to happen in unison, the units are designed together to help maintain a sense of cohesion and reinforcement.

Reading Units & Content	Writing Units & Content
<p><b>Unit 1: Turning Every Kid Into a Reader/Analyzing Characters Across Series</b></p> <ul style="list-style-type: none"><li>● Readers will establish routines to bolster comprehension and growth as readers</li><li>● Readers will understand and apply reading comprehension strategies: (visualize, connections, inferences, summarizing, etc.)</li><li>● Readers will use text-based details to support thinking (oral, written)</li><li>● Readers will understand fictional text structure and elements (how character details, actions, &amp; point of view reveal theme; how theme is developed through the course of a text; point of view and author's purpose, and how it affects reader's understanding of character/theme/plot)</li></ul>	<p><b>Unit 1: Narrative Writing</b></p> <ul style="list-style-type: none"><li>● Writers will learn generating strategies for narrative pieces (ie. writing territories, neighborhood maps, etc.)</li><li>● Writers will use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li><li>● Writers will use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li><li>● Writers will provide a conclusion that follows from the narrated experiences or events.</li></ul>
<p><b>Unit 2: Investigating Social Issues Across Genres/Compare &amp; Contrast Essay</b></p> <ul style="list-style-type: none"><li>● Readers will be able to identify the difference between a personal problem and a universal social issue.</li></ul>	<p><b>Unit 2: Literary Essay</b></p> <ul style="list-style-type: none"><li>● Writers will establish a claim and support it using text evidence and analysis.</li></ul>

- Readers will be able to determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Readers will be able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- Readers will be able to compare and contrast theme and character in two different texts.
- Readers will be able to read grade-level text with purpose and understanding.
- Readers will be able to use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.
- Readers will be able to identify appropriate textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Writers will learn how to rank their evidence and choose the best support for their claim.
- Writers will write strong introductions and conclusions for their arguments.

### **Unit 3: Nonfiction Research Across the Text**

- Readers will learn to identify organizational structures problem and solution- cause and effect; compare and contrast; sequence; chronological order
- Readers will be able to summarize and identify the main idea in a text.
- Readers will be able to understand how to do effective research via note-taking.
- Readers will be able to draw conclusions and use critical thinking skills, especially inferencing
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Unit 3: Research-Based Information [Activism Unit]**

- Writers will support claim(s) with clear reasons and relevant evidence, using credible sources.
- Writers will develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Writers will use precise language and domain-specific vocabulary.
- Writers will use technology to publish their work.

**Unit 4: Genre Study (Poetry/Song Study)**

- Readers will determine the meaning of words and phrases as they are used in a text: figurative language, alliteration, onomatopoeia, simile/metaphor, rhyme, line breaks, symbolism, hyperbole, rhythm.
- Readers will identify author’s purpose.
- Readers will compare and contrast the same theme in an article and a poem
- Readers will identify tone, theme, author’s purpose in song lyrics.
- Readers will explain the implicit and explicit messages found in poems using text evidence.
- Students will be able to analyze the impact of a specific word choice on meaning and tone.

**Unit 4: Genre Study (Poetry)**

- Writers will learn to identify and write figurative language: simile/metaphor, alliteration, personification, onomatopoeia, symbolism, rhyme, theme, mood, tone, line breaks, shape, hyperbole.
- Writers will write poetry about social issues as read in Social Studies and Reading.

**Unit 5: Reading and Writing for Different Genres**

- Readers will understand SBAC language
- Readers will become familiar with typical SBAC questions

**Unit 5: Reading and Writing for Different Genres (SBAC Prep)**

- Writers will become familiar with SBAC language.
- Writers will summarize the main idea from a text.
- Writers will identify evidence that best supports their main idea.
- Writers will write an ending to a narrative that follows logically from the events or experiences in the narrative.
- Writers will choose the paragraph that would make the best introduction.

**Unit 6: Teacher Choice (ie Mystery, Advertising, etc.)**

- Readers will make inferences in a variety of texts
- Readers will support things (claims, inferences, etc.) with textual evidence
- Readers will evaluate text evidence and determine “best” evidence
- Readers will identify author’s purpose
- Readers will recognize elements of a particular genre
- Readers will identify mood and tone in a variety of text

**Unit 6: Teacher Choice (ie. Mystery, Advertising, etc.)**

- Writers will support their inferences with details.
- Writers will identify and use proper text support for their claims.
- Writers will demonstrate awareness of implicit/explicit word choice.
- Writers will demonstrate awareness of connotation/denotation with word choices.
- Writers will use precise language and domain-specific vocabulary from the genre.