

Curriculum on a Page Grade 6 - First Quarter

LRSD Curriculum is outlined for teachers in detailed curriculum maps. This document is an overview of the curriculum to which all students in the LRSD have access with appropriate modifications, support, enrichment and remediation when needed. As a rule, teachers may add to but not subtract from this curriculum.

We integrate the reading and writing, speaking and listening, and research in the secondary curriculum. Grammar is included in the writing continuously.



Reading Selections: **Novel:** *Hatchet*, by G. Paulsen – a novel about a young man’s coming of age in a setting full of danger and challenges from Nature; relates to the experience of moving to middle school and its rite of passage for students. **Short stories:** “Becky and the Wheels-and-Brake Boys”, “The Stone”, “Jeremiah’s Song”, all in literature book and with connected coming of age themes. **Research:** Internet and other sources for coming of age, setting of novel. **Poetry:** Selected from lit book. Note: In middle schools, **Accelerated Reader** is used to motivate students for independent reading and is not part of the curriculum.



Discussion Themes: importance of setting, main ideas, coming of age in novel and in sixth grade; character traits, conflicts and their resolution; predicting events to come; comparison/contrast of characters from various stories and their coming of age experiences; research and discussion on different cultures and their coming of age practices/events. Idioms, similes, metaphor.



Writing: As they read and discuss, students will write the following pieces:

Journal Response to Reading	Story web for novel	✓ Summary of theme of novel	✓ Personal narrative essay or memoir on coming of age	Cornell Notes on Research
Open-response type questions and answers	Essay responses to prompts from novel unit	Graphic organizers and other organizational tools from novel unit	Personal plan and goals for school year	

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are central idea; support from text; elaboration; sequencing; style, tone, voice, word choice; peer-editing, self-editing; commas in a series, commas in direct address; compound and complex sentences and punctuation; sentence combining; subject-verb agreement; indefinite pronouns, pronoun case; sentence/paragraph composition. As needed during writing (editing and revision) other skills are addressed. Writing conventions (grammar, usage, mechanics) are best taught in conjunction with student’s own work.

All students maintain a writing portfolio, which follows students from 6th grade to graduation . These portfolio pieces are indicated with ✓ above.

Vocabulary Skills: Vocabulary is taught in four ways: Academic vocabulary terms specific to literacy; specified and as needed contextual vocabulary from reading; study of Greek and Latin root words and affixes; and whenever clarity is needed. Students are taught using a variety of strategies that allow them to use the terms, recognize the new words in context, and demonstrate mastery in daily work. Word walls are tools for building vocabulary in each classroom.