

Curriculum on a Page Grade 6 - Second 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: This nine weeks students will study historical fiction and nonfiction. **Novels:** *The Watsons Go to Birmingham*, by C.P. Curtis – a novel addressing the continuing theme of coming of age set in a background of civil right struggles of the 1960's; and a biography of the student's choosing. **Short Stories:** "The Shutout", "My Papa, Mark Twain", **Historical Speeches to be selected by teacher;** **Research:** Internet and other sources for historical speeches and background for the novel. Note: In middle schools, **Accelerated Reader** is used to motivate students for independent reading and is not part of the curriculum.



Discussion Themes: Connection between fiction and nonfiction and what readers can learn about themselves from these texts; relationships and coming of age against the historical events of the 60's and the characters in the novel; Inequality as seen in the texts and through research into baseball's history of discrimination; biography as a genre. Encourage students to ask questions and find answers relating to these events/times.



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

Journal Response to Reading throughout novel	Venn Diagram or graphic organizer to compare texts	Summary of research findings on baseball	✓ Quick write (15 min.) on how baseball is different now	Questions for Research
Open-response type questions and answers	Summary of importance of historical speeches and their impact	✓ Summary of selected biography with story web or planning tool	Review and revise personal plan and goals for school year	

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are prewriting for a composition; fact vs. opinion; revising for central idea; elaboration; supporting evidence; sentence variety; voice, and clarity. As needed during writing (editing and revision) other skills are addressed. Grammar skills include complete sentences; quotation marks; all capital letter rules; subject-verb agreement with collective nouns; pronoun case and antecedents. 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.