

Curriculum on a Page Grade 6 - Third Quarter



Reading Selections: This nine weeks students will continue

historical fiction and nonfiction set in the times of the Great Depression. **Novels:** *Out of the Dust*, by K. Hesse— a novel (written as a narrative poem in free verse) set during the Dust Bowl period in Oklahoma. **Short Story:** Excerpt from *Bud, Not Buddy* in lit book. **Practical Text:** (informational, how-to texts) various instruction manuals. **Poems:** selected poetry from literature book. **Research:** Various sources (including social studies text) for a research report on the Dust Bowl. Note: In middle schools, **Accelerated Reader** is used to motivate students for independent reading and is not part of the curriculum.



Discussion Themes: Continued discussion of historical

fiction /nonfiction. Discussion of the genre of narrative and other forms of poetry; discussion of Dust Bowl time period and Great Depression in Socratic Seminar; discussion of author's biography; discussion of coping with hardship; connection of *Watsons Go To Birmingham* to current reading; discussion of imagery, simile, metaphor and idiom.



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

Journal Response to Reading throughout novel

Formulate questions to establish purpose for reading

✓ Persuasive letter to parents to buy a product

Timeline for novel (ongoing)

Descriptive paragraph on main character

Open-response type questions and answers

Comparison of poems using poetic features

✓ Introduction to a research paper including thesis with note cards

✓ Collaborative humorous narrative poem

Review and revise personal plan and goals for school year

Writing Conventions: Specifically taught this quarter and integrated

with previously taught skills are homonyms; paraphrasing; note-taking; summarizing; generating questions on a research topic; thesis creation; simile; metaphor; idiom. As needed during writing (self and peer editing and revision) other skills are addressed. Grammar skills include commas in introductory phrases; avoiding fragments and run-ons; sentence variety including compound and complex, sentence combining; subject-verb agreement; verb tenses; prepositions and phrases; adjectives and adverbs. 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.

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.