

## Young Scholars of Western Pennsylvania Charter School

### 6th Grade ELA

- Topics

Reader's Journey 6th Grade Curriculum Book

Big Idea(s)

Unit 1: How do we decided what is true? (Genre Focus- Fiction & Non-fiction)

Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various handouts and worksheets, class novel, student notebook

PA Common Core Standards

CC.1.3.6.F

CC.1.3.6.I

CC.1.3.6.J

E06.A-V.4.1-2

CC.1.2.6.A

CC.1.2.6.B

CC.1.2.6.C

E06.B-K1.1.1-3

CC.1.4.6.N

CC.1.4.6.O

CC.1.4.6P

CC.1.4.6.Q

E06.C.1.3.1-5

CC.1.4.6.F

CC.1.4.6.L

CC.1.4.6.R

E06.D.1.1.1-8

### Vocabulary

verify, revise, assist, grace, scarcely, covetousness, repentance, bestow, unbidden, cumbersome, hostile, claim, distinguish, influence, humanity, edgy, shrapnel, vanity case,

### Reading Skills

fiction & nonfiction, making predictions, unlocking word meanings, literary terms- plot, characters, setting, conflict, genres, imagery, sensory language, analyzing a nonfiction text, symbolism and symbols, literary analysis, fact vs opinion, narrator and point of view, author's perspective

### Grammar Skills

prefixes, common nouns, proper nouns, singular nouns, plural nouns, possessive nouns, pronoun, antecedent, possessive pronouns, singular and plural pronoun, interrogative pronouns, indefinite pronouns,

### Writing

Narration: Autobiographical Narrative- write your own autobiographical narrative about an important event in your life.

Research: News Report- create a chart that lists events that have recently happened at school or in your community. Choose one topic to write a short news report on.

More than a pretty picture: using your novel, identify passages that describe the setting. Explain what important information is being communicated about the characters, cultural and historical biases, mood, ideas, and theme.

- Topics

The Reader's Journey 6th Grade Curriculum Book

### Big Idea(s)

Unit 2: Is conflict always bad? (Genre Focus- Novel)

### Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various handouts and worksheets, class novel, student notebook

PA Common Core Standards

CC.1.3.6.A

CC.1.3.6.B

CC.1.3.6.C

E06.A-K1.1.1-3

E06.A-C.2.1.1.-3

CC.1.4.6.B

CC1.4.6.C

CC1.4.6.D

CC1.4.6.E

E06.C.1.2.1-6

CC.1.4.6.E

CC.1.4.6.K

E06.D.2.1.1-5

Vocabulary

conflict, refer, speculate, interpret, retort, pumice, stagnant, nonconformity, serenaded, acquired, conclude, examine, contribute, haughtily, induce, quavered, incompetence,

Reading Skills

types of conflict (internal vs external), antagonist and protagonist, genre, novel vs short story, making inferences, characterization, character motivation, character traits, drawing conclusions, compare and contrast, plot (exposition, rising action, climax, falling action, resolution), theme

Grammar Skills

suffixes, simple verb tenses, subject-verb agreement, parallelism, perfect verb tense, action and linking verbs, irregular verbs,

Writing

Exposition: Compare and Contrast Essay- choose from the following: products, movies, vacation spots, literary characters, pets, foods, things, hobbies, etc. Write an essay examining the similarities and differences between 2 subjects.

Narration: Short story-write a short story about a person who faces a difficult challenge.

Travel Brochure: create a brochure for the people and places in your novel. Make sure to include the important locations and events from the story.

- Topics

The Reader's Journey 6th Grade Curriculum Book

Big Idea(s)

Unit 3: What is important to know? (Genre Focus- Types of Nonfiction)

Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various handouts and worksheets, class novel, student notebook

PA Common Core Standards

CC.1.2.6.D

CC.1.2.6.E

E06.B-C.2.1.1-3

CC.1.2.6.H

CC.1.2.6.I

E06.B-C.3.1.1-2

CC.1.2.6.F

CC.1.2.6.J

CC.1.2.6.K

E06.B-V.4.1.1-2

CC.1.4.6.H

CC.1.4.6.I

CC.1.4.6.J

CC.1.4.6.K

E06.C.1.1.1-5

E06.E.1.1.1-6

### Vocabulary

restate, identify, determine, etymology, sanctuary, captivity, lofty, impact, consolation, stealth, macabre, edicts, sublime, analyze, emphasize, intent, fate, immortal, stature, decreed, condemn, extinction, notion, scholar, brandishing, pompous,

### Reading Skills

nonfiction, author's purpose, main ideas, biography, autobiography, narrative essay, narrative nonfiction, author's style (word choice, dialogue, tone, mood, sensory language), tools of persuasion, mood, analyzing an informational text

### Grammar Skills

adjectives, article, positive, comparative and superlative adjectives, modifier, misplaced modifier, dangling modifier, adverb, adverb phrase, coordinating conjunctions, interjections, combining sentences with coordinating conjunctions, correlative conjunctions,

### Writing

Exposition: How-To Essay- choose a topic such as preparing food, assembling a toy, playing a new board game, etc. Write an instruction manual to teach someone the steps of doing or making something.

Persuasion: Persuasive Essay- Make a list of issues you feel strongly about (things in your life, school, neighborhood, friends, etc) to write a persuasive essay designed to persuade others to share your position on an issue.

Problem-Solution Plan: Using your class novel, choose a problem that the characters faced and had to solve. Write down the problem, along with the reactions of the characters, to the problem. Using your knowledge of the characters, setting and problem in your novel, write your own plan for a solution to the problem.

- Topics

The Reader's Journey 6th Grade Curriculum Book

### Big Idea(s)

Unit 4: Do we need words to communicate well? (Genre Focus- Prose and Poetry)

### Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various worksheets and handouts, class novel, student notebook

PA Common Core Standards

CC.1.3.6.A

CC.1.3.6.B

EO6.A-K.1.1.1

CC.1.3.6.H

E06.A-C.3.1.1

E06.C.1.2.1-6

CC.1.4.6.O

CC.1.4.6.Q

E06.C.1.3.2-4

E06.D.1.2.1-3

Vocabulary

convey, paraphrase, represent, etching, crude, abode, draped, tendril, distractions, all-enveloping, shriveled, scarred, submitted, grappling, hovered, monitors, confirm, preview, clarify, pleasurable, beset, profound, rage, locomotion,

Reading Skills

poetry, prose, paraphrasing, figurative language (simile, metaphor, personification, hyperbole, allusion), imagery, sensory language, mood, point of view, context clues, sound devices (repetition, alliteration, assonance, consonance, onomatopoeia, rhyme, rhyme scheme, rhythm), forms of poetry (narrative poem, lyric poem, concrete poem, limerick, haiku)

Grammar Skills

simple and compound subjects, 4 types of sentences- declarative, interrogative, imperative, exclamatory, contraction, possessive pronouns, direct and indirect objects, predicate nouns and adjectives, subject complement, predicate noun, predicate adjectives, compound complements

Writing

Descriptive: Make a list of general topics, such as vacation, celebration, or family members. Jot down notes about specific places and events that you associate with each of these topics. Choose one to write a descriptive essay about.

Narration: Narrative Poem- choose a memorable event in your life to write a narrative poem about.

Poetry Anthology: Using your class novel, you will create a mini-poetry book about the characters and events of the book. (Include 5-7 different poems- narrative poem, limerick, lyric poem, concrete poem, haiku, etc.)

- Topics

Reader's Journey 6th Grade Curriculum Book

Big Idea(s)

Unit 5: How do we decide who we are? (Genre Focus- Drama)

Estimated Duration

Approximately 5 weeks

Materials

Reader's Journey Student Handbook, various worksheets and handouts, class novel, student notebook

PA Common Core Standards

CC.1.3.6.E

CC.1.3.6.F

E06.A-C.2.1.1

E06.A-C.2.1.3

E06.A-K.1.1.1-3

CC.1.4.6.P

CC.1.4.6.Q

E06.C.1.3.1-5

E06.E.1.1.1-6

Vocabulary

recall, review, describe, dialogue, dialect threshold, interval, strained, contemplated, compare, convince, contrast, offstage, rampage, tentatively, candor, fortune, valiant, frantically, barren

### Reading Skills

drama vs novel, comedy vs tragedy, summarizing, dialogue, dialect, elements of drama, compare and contrast, script, stage directions, dramatization, conflict, authors purpose

### Grammar Skills

preposition, prepositional phrase, syllables, gerund, gerund phrases, participial phrases

### Writing

Exposition: Cause & Effect Essay- Choose a historical event or a science event that has happened. Narrow your topic down and write a cause and effect essay on your subject.

Rewrite the Ending: Using a novel that you have read, decide whether it is a comedy or tragedy. Then rewrite the ending to reflect the opposite type of drama.

- Topics

Reader's Journey 6th Grade Curriculum Book

### Big Idea(s)

Unit 6: How much do our communities shape us? (Genre Focus- Research Process)

### Estimated Duration

Approximately 5 weeks

### Materials

Reader's Journey Student Handbook, various worksheets and handouts, class novel, student notebook

### PA Common Core Standards

CC.1.2.6.A

CC1.2.6.B

CC1.2.6.C

E06.B-K.1.1.1-3

E06.B-C.2.1.1-3

CC.1.4.6.B

CC.1.4.6.C

E06.C.1.2.1-3

CC.1.4.6.S

CC.1.4.6.I

CC.1.4.6.H

E06.E.1.1.1-6

### Vocabulary

establish, adjust, purpose, cause, effect, affect, neutrality, deployed, fend, authorize, cite, proofreading,

### Reading Skills

setting a purpose for reading (research), skim vs scan, finding and evaluating sources, avoiding plagiarism, analyzing informational text (web page), cause and effect, primary and secondary sources, the research process, proofreading and publishing

### Grammar Skills

synonyms, antonyms, independent and subordinate clauses, simple sentences, compound sentences, complex sentences, compound-complex sentences, using commas, colons, and semicolons,

### Writing

Exposition: Business Letter- based on a research topic, students will write a business letter to a company asking for information on their research topic.

Multimedia Presentation: create a 10-15 minute presentation using videos and slides on your research topic.

Start a Message Board: Choose an issue from your novel. Describe the issue and then write your thoughts on a google doc open to all students in the class. Read each classmates google doc and comment on each post. Make sure to respond to at least 3 people that post on your document.

- Topics

Dystopian Novel Unit: The City of Ember

### Big Idea(s)

Students will be able to understand the concepts of Dystopia and be able to create a Dystopian society themselves. Students will also determine the theme of the dystopia and analyze the criticisms of the society vs the society they currently live in. Students will compare and contrast the elements of society through different time periods. Students will determine their own opinions, views and beliefs on society.

### Estimated Duration

Students should complete this novel unit in the 1st trimester (about 8-12 weeks) It will be interspersed between grammar lessons and The Reader's Journey.

### Materials

Copies of the book (one for each student, with extras to keep in the class). Teacher created materials for test, quizzes, handouts, worksheets and study guides.

### PA Common Core Standards

CC.1.3.6.A

CC.1.3.6.B

CC.1.3.6.C

E06.A-K.1.1.1-3

CC.1.3.6.D

CC.1.3.6.E

CC.1.3.6.F

E06.A-C.2.1.1-3

CC.1.3.6.H

CC.1.4.6.B

CC.1.4.6.C

CC.1.4.6.D

CC.1.4.6.E

E06.C.1.2.1-6

### Vocabulary

TBD- teacher decision

### Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

### Grammar Skills

N/A

## Writing

More Than a Pretty Picture writing assignment from The Reader's Handbook Unit 1.

## • Topics

Mystery Novel Unit: Three Times Lucky and/or Monster Hunters

## Big Idea(s)

- 1) What makes a mystery more interactive than other types of literature?
- 2) What makes a good mystery?
- 3) Why do we need suspense in a mystery?
- 4) How are the characters in a mystery different or similar to characters in other types of literature?
- 5) Why do mysteries have their own sets of key words? How are these words important to distinguishing a mystery? (red herring, suspect, clues, detective, etc.)

## Estimated Duration

Students should complete this novel unit during the 2nd trimester (approximately 8-12 weeks). This unit will be interspersed with activities in grammar, writing and the Reader's Handbook.

## Materials

Copies of the novel (one for each student, with extras to keep in the classroom). Teacher created materials for tests, quizzes, study guides, worksheets, handouts.

## PA Common Core Standards

CC.1.3.6.A

CC.1.3.6.B

CC.1.3.6.C

E06.A-K.1.1.1-3

CC.1.3.6.D

CC.1.3.6.E

CC.1.3.6.F

E06.A-C.2.1.1-3

CC.1.3.6.H

CC.1.4.6.B

CC.1.4.6.C

CC.1.4.6.D

CC.1.4.6.E

E06.C.1.2.1.-6

#### Vocabulary

TBD- Teacher decision

#### Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

#### Grammar Skills

N/A

#### Writing

Students will create a Travel Brochure for the book. They will make sure to identify important characters, plot events, etc in the brochure.

- Topics

Mythology Novel Unit: Magnus Chase and the Gods of Asgard and/or Norse Mythology short stories

#### Big Idea(s)

Students will study and understand the symbolism in Norse (Viking) Mythology. They will also explore how the Vikings strove to answer ethical issues and explain the natural events in the world around them.

1) Why study mythology?

2)What are the common patterns and motifs found in myths?

3) How does the Norse culture explain the beginning of the world, the origin of man, or natural phenomenon? How is it explained that each continues to function?

4) How do different people explain how man was created?

5) What are the similarities and differences in creation myths from around the world?

6) What unique cultural traits are revealed?

#### Estimated Duration

Students will complete this unit during the 3rd trimester (approximately 8-12 weeks). This novel study will be interspersed with lessons in grammar, writing and the Reader's Handbook

#### Materials

Copies of the book (one for each student, with extra copies kept in the classroom). Teacher created materials for tests, quizzes, handouts, worksheets and study guides.

#### PA Common Core Standards

CC.1.3.6.A

CC.1.3.6.B

CC.1.3.6.C

E06.A-K.1.1.1-3

CC.1.3.6.D

CC.1.3.6.E

CC.1.3.6.F

E06.A-C.2.1.1-3

CC.1.3.6.H

CC.1.4.6.B

CC.1.4.6.C

CC.1.4.6.D

CC.1.4.6.E

E06.C.1.2.1-6

#### Vocabulary

TBD- teacher decision

#### Reading Skills

story elements (character, setting, plot, etc.), character development, theme, comprehension, decoding, summarizing, prediction, text structure, inferencing, sensory language for visualizing, making connections, identifying main ideas, indentifying text structure, story mapping, drawing conclusions

Grammar Skills

N/A

Writing

Norse Mythology Research Project