

## **Bedford School District Curriculum Overview**

Course: ELA (Reading & Writing)

Grade Level: 6

Last Updated: 12/9/19

### **Overview:**

In sixth grade, students continue to develop vocabulary, read fluently and self-monitor reading accuracy and comprehension. Students continue learning to identify the characteristics of a number of literary genres and have multiple opportunities to practice and extend skills associated with understanding, making inferences and responding to literature both verbally and in writing.

By the end of the year, students should be able to.....

### **Skill Area: Fluency.**

- Read grade level text with accuracy and appropriate intonation, pacing and prosody.
- Monitor comprehension, and adjust reading pace when reading silently (or aloud) as needed.

### **Skill Area: Comprehension**

#### Reading Literature

- Comprehension skills and strategies
- Literary Elements
- Writing about text/literary response

#### Reading Informational Text

- Comprehension skills and strategies
- Writing about text/write to sources
- Text features
- Media Literacy

### **Skill Area: Vocabulary**

- Use context to determine the meaning of an unknown word, including figurative and connotative language, and the impact of specific word choice on tone and meaning.
- Use common, grade appropriate Greek/Latin affixes as roots, to determine the meaning of an unknown word.

- Use the dictionary, thesaurus, glossary, or other reference source to determine the meaning of an unknown word.
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### **Overview:**

The ability to write well for a variety of audiences and purposes is key to academic and career success. Writing as a means of synthesizing ideas and conveying coherent thought is a high value skill that the educational community in Bedford School District emphasizes in all areas of the curriculum.

Our instructional practice is based on the belief that there is a developmental progression of writing skills that can be supported and improved through strategic teaching, modeling and multiple opportunities for practice, and through the receipt of constructive feedback from teachers and fellow writers. Students develop their identities as writers through classroom experiences that promote immersion in writing genres, using high quality examples from mentor texts. They learn to understand and appreciate elements of writing craft, and to approximate the techniques illustrated in mini-lessons.

Teachers build upon the foundation of instruction from prior years. Each new year brings development of greater writing fluency, sophistication, stamina and confidence. Students are encouraged to stretch their skills and expand their writing "reach" to new topics and forms as they progress through the grades.

Write an argument pieces in which they:

- Introduce a topic which clearly states a claim.
- Support claim(s) with clear reasons and relevant evidence, using credible sources.
- Connect reasons to claim(s) with words, phrases & clauses throughout the piece while maintaining a formal style.
- Provide a closure related to the argument presented.

Write an informational piece in which they:

- Clearly introduce a topic.
- Organize information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Include relevant facts, definitions, concrete details, quotations and other information to support the topic.
- Use appropriate transitional words and phrases to clarify relationships between words and ideas
- Use precise language and content specific vocabulary as appropriate.
- Provide a closure related to the information presented.

Write a narrative piece in which they:

- Develop real or imagined experiences or events with a narrator or characters.
- Organize a sequence of events or experience that unfolds naturally and logically
- Use literary techniques such as dialogue, description and pacing to develop the story
- Use appropriate transitional words and phrases when sequencing events and to signal shifts in time frame or setting
- Includes relevant descriptions of events and experiences by using precise words, phrases, and sensory language
- Provide a closure related to the narrated events and experiences.