

*Naperville Community
Unit School District 203*



*6th Grade
Project IDEA*

*Increase and Develop Excellence
In Academics*

<http://www.naperville203.org>

Project IDEA Literacy Curriculum

The delivery model for Grade 6 Project Idea is through a language arts block. Reading, writing, listening, speaking, and acquiring information are the core objectives for this class. Spelling and grammar are two additional areas included in Project Idea Language Arts.

The school year is divided into three distinct trimesters. Each trimester is driven by a separate umbrella question which students strive to answer using a variety of challenging materials and activities that require advanced level thinking.

Writing is a major component of the curriculum. First trimester focuses on the narrative mode of writing which culminates in an essay highlighting a personal change or challenge. Second trimester centers on informational writing via extensive instructional time of the research process and ending in a formal research paper. Persuasive writing is the area of concentration for third trimester. A variety of literary writing activities are interspersed throughout the school year.

The WordMasters Program is used to develop vocabulary and critical thinking skills. Students begin by becoming familiar with 25 words considerably above grade level to master each trimester. Students are then challenged to use these words in analogies which encourage them to think both analytically and metaphorically. The final assessment is a competition among students across the nation.

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Sixth Grade Project IDEA Goals:

Students will:

- ◆ Use the following reading strategies: making connections and inferences, asking questions, determining importance, and creating sensory images to assist in the comprehension of various literary genres such as historical fiction, fantasy, and biography.
- ◆ Use the fix-up reading strategy to self-monitor reading problems and identify appropriate solutions.
- ◆ Use the synthesis reading strategy to generate higher level thinking when introduced to thought provoking material.
- ◆ Use the information literacy model when acquiring new information: defining purpose, listing possible sources, gathering sources, selecting and sorting information, and evaluating the process.

Trimester One

Students focus on the umbrella question; *How do individuals adapt to change and/or challenges?* Students will examine numerous poems, short stories, and novels to grasp how different characters adapt to individual changes and challenges. Students will compare and contrast these adaptations and apply these lessons to their own lives by drafting a personal narrative that delves into a personal change or challenge.

Trimester Two

Students focus on the umbrella question; *What enables individuals to survive and succeed?* Students will interpret both fiction and nonfiction texts, analyze text structure to determine meaning, and distinguish between main ideas and supporting details as they acquire information on a self-selected topic of study. Using the information literacy model, students will define a problem, identify possible sources, locate and extract relevant information within the sources, and synthesize gathered information to formulate and maintain a clear focus in a research based expository paper.

Trimester Three

Students focus on the umbrella question; *How do individuals influence change in society?* Using compelling novels and short stories, students will analyze literary elements and their effect on theme. Students will compare and contrast common themes through various societies and eras. At the end of this unit of study, students will choose a favorite text with a theme that they feel has the greatest influence on society. They will prepare an oral presentation accompanied by a visual aid that demonstrates the impact of this theme and its effect on society.

