



6th Grade English

Curriculum Sample

A Grade Ahead will challenge your students and help them achieve their goals!

This school year, our academy's 6th grade students will be participating in A Grade Ahead's Blended Learning program that integrates both traditional and electronic methods to teach students.

Our students begin the week learning a lesson and answering practice questions with paper and pencil in our monthly lesson booklets. Then they go online to a website to complete three days of online activities to master the topic of the week. Each month also includes three weekly quizzes and one test.

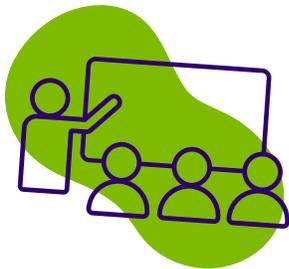
Here's how it works:



Blended Learning Booklet

Each month, students receive a lesson booklet that is split into four weeks of lessons and practice problems.

(At the end of this document, you will find a full sample of one week's lesson and practice problems from A Grade Ahead's 6th grade English curriculum.)



Weekly Class

Each week, students attend a weekly class, either in person or online, and learn a lesson from a teacher. Together, the class completes practice problems to understand the weekly topic.



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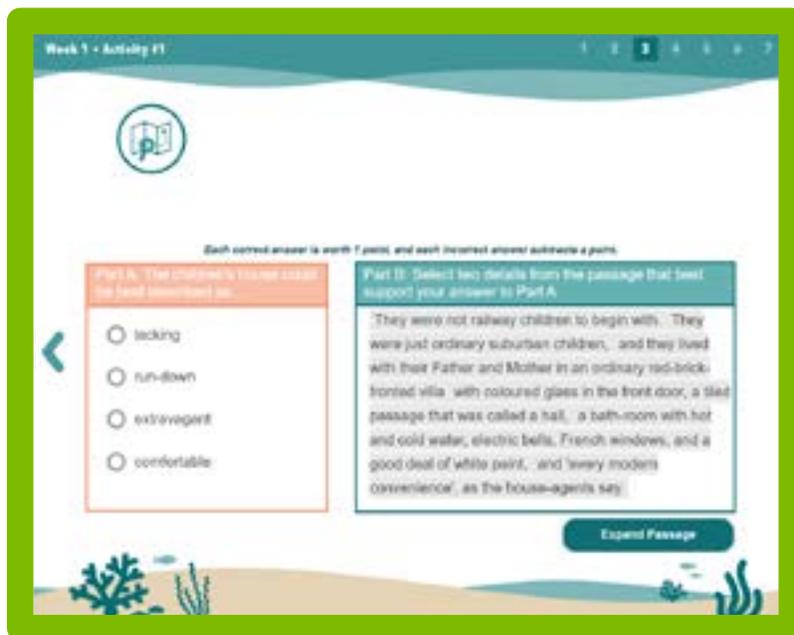
A Grade Ahead Online Activities

After learning the lesson and practicing problems with a traditional approach, students continue learning online through activities at online.agramadeahead.com. Every week, students have three days of homework activities to practice vocabulary, grammar, and comprehension.

A Grade Ahead Online offers many benefits to students and parents, including

- **Interactive and colorful questions** with formats like matching, drag and drop, fill in the blank, multiple choice, and more.
- **Automatic grading** that saves times for parents and provides immediate explanations for students. They know whether they got a question right or wrong as they are going through the homework, so they can make adjustments if necessary.
- **A rationale for every online question** that explains the correct answer, so students can learn from their mistakes immediately.
- **Student progress reports** that are easily accessible without parents needing to upload any data.
- **Adaptive learning paths** that provide more challenging questions to students who perform well on the first set of activities.

Here is a peek at a few of our online exercises:



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Want to see how A Grade Ahead works first-hand?

We have attached an entire lesson and one day's worth of homework for you to print out and try.



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Lesson Booklet Sample

6th Grade English

Print it out and try it!



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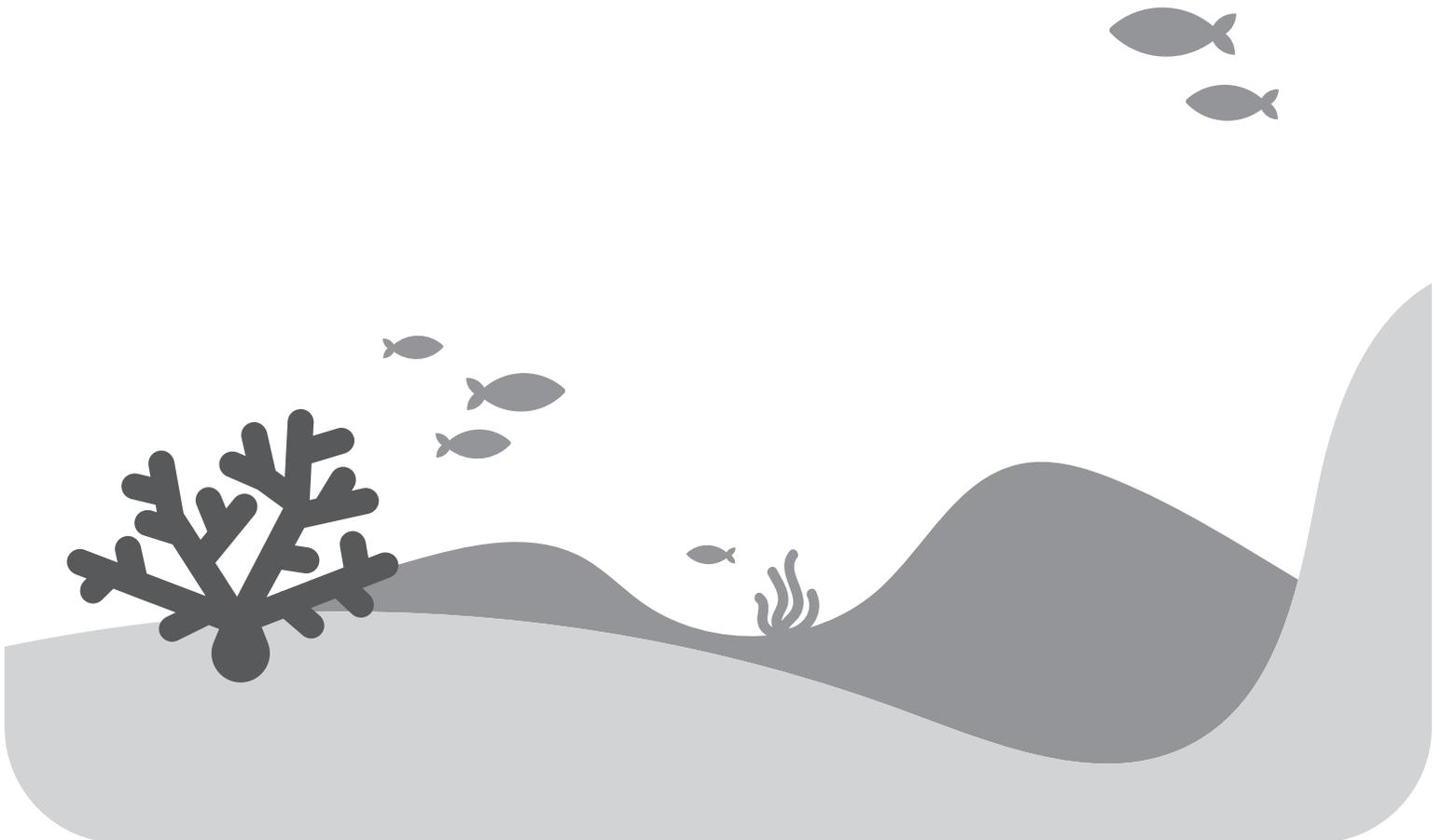


6th Grade • Month 1

ENGLISH

BLENDED LEARNING LESSON BOOKLET

NAME _____



A. Word List 2

1. condemn	(v.)	to say strongly that someone is wrong; to give a punishment; to make someone live unpleasantly
2. hamper	(n.) (v.)	a type of basket to get in the way
3. noble	(adj.)	having admirable qualities
4. parcel	(n.) (v.)	a package to package; to wrap up
5. perceive	(v.)	to notice and understand
6. pity	(n.) (v.)	a feeling of sympathy for someone or something to feel sympathy
7. reverse	(adj.) (n.) (v.)	opposite the opposite to go in the opposite direction
8. shriek	(n.) (v.)	a loud, high-pitched sound to do in a loud and high-pitched way

Student Goals:

- ✓ I will be able to define and use all vocabulary words correctly.
- ✓ I will be able to recognize realistic fiction and explain its characteristics.
- ✓ I will be able to demonstrate how different parts of speech are used in the English language.

 Student Practice	Write a near synonym for each word. You may use a dictionary.		
		Word	Synonym
	1.	pity	
	2.	noble	
	3.	parcel	
	4.	reverse	
	5.	hamper	
	6.	shriek	
	7.	perceive	
	8.	condemn	

B. Comprehension

Realistic Fiction Review

Realistic fiction is storytelling based on real life but with embellishments. Real people, places, or events can occur within the story, but they are not based on actual history. Many authors write realistic fiction to entertain their readers or to make a point about life. You will find that most fiction is realistic fiction, as it is the most popular form of storytelling. The length of the story doesn't matter, as long as it involves events and characters that could exist. Stories with characters such as talking animals, fairies, and monsters are not examples of realistic fiction.





Example Question: Which of these plots is an example of realistic fiction?

1. A group of children have been captured by bandits and are forced to live underground until they are rescued.
2. A group of children have been captured by bears and are forced to live in a cave until they are rescued.

Example Answer: Plot #1. Children, bandits, and an underground habitat are all realistic enough to be categorized as realistic fiction; however, bears who take on human qualities and capture children are imaginary and, therefore, do not qualify.

Remember, when reading realistic fiction or any type of passage, do the following:

- ✓ **Read slowly and with purpose.** Try to understand what you are reading *while* you are reading it.
- ✓ **Keep mental notes of things you might find to be important.** It will help you locate answers quickly and more effectively later on.
- ✓ **Break down the passage into manageable parts.** At the end of each paragraph, quickly ask yourself what it was about.
- ✓ **Ask questions.** If you are unsure about something, ask your teacher or parent to help clarify.



Note: This month, students will be reading excerpts from The Railway Children, by E. Nesbit. Some of the vocabulary will be covered in exercises, but some might be unfamiliar and require assistance. Students should always be encouraged to use context clues to decipher meanings of unfamiliar words. Not every word is crucial to understanding the overall meaning of a text.



Student Practice

Read the passage. The following passage is a continuing adaptation from *The Railway Children* by E. Nesbit. (You read 2 previous excerpts online last week.)

The family is settled in their new home. Poorer than they were, the children no longer go to school. With their mother busy writing stories to sell, they spend most of their time at the railroad. They watch and name the trains.

It was by the Green Dragon that the old gentleman travelled. He was a very nice-looking old gentleman, and he looked as if he were nice, too, which is not at all the same thing. He had a fresh-coloured, clean-shaven face and white hair, and he wore rather odd-shaped collars and a top-hat that wasn't exactly the same kind as other people's. Of course the children didn't see all this at first. In fact, the first thing they noticed about the old gentleman was his hand.

It was one morning as they sat on the fence waiting for the Green Dragon, which was three and a quarter minutes late by Peter's Waterbury watch that he had had given him on his last birthday.

"The Green Dragon's going where Father is," said Phyllis; "if it were a really real dragon, we could stop it and ask it to take our love to Father."

"Dragons don't carry people's love," said Peter; "they'd be above it."

"Yes, they do, if you tame them thoroughly first. They fetch and carry like pet spaniels," said Phyllis, "and feed out of your hand. I wonder why Father never writes to us."

"Mother says he's been too busy," said Bobbie; "but he'll write soon, she says."



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“I say,” Phyllis suggested, “let’s all wave to the Green Dragon as it goes by. If it’s a magic dragon, it’ll understand and take our love to Father. And if it isn’t, three waves aren’t much. We shall never miss them.”

So when the Green Dragon tore **shrieking** out of the mouth of its dark lair, which was the tunnel, all three children stood on the railing and waved their pocket-handkerchiefs without stopping to think whether they were clean handkerchiefs or the **reverse**. They were, as a matter of fact, very much the reverse.

And out of a first-class carriage a hand waved back. A quite clean hand. It held a newspaper. It was the old gentleman's hand.

After this it became the custom for waves to be exchanged between the children and the 9.15.

Answer the questions about the excerpt.

1-2. How did the children discover the old gentleman? Use details from the passage to support your answer.

3. Which of the following best describes what the Green Dragon is?

- A) a green car
- B) an old gentleman
- C) a train
- D) a dragon

4. Support your answer to question 3 with details from the passage.

5. Which of the following best describes the children’s handkerchiefs?

- A) clean
- B) filthy
- C) white
- D) crisp

6. Support your answer to question 5 with details from the passage.

Students must write in complete sentences.



C. Grammar

Parts of Speech



*Note: A great way to remember all of the parts of speech is to use the acronym, **PAPA VINC**. This stands for the following:*

1. **P:** Preposition
2. **A:** Adjective
3. **P:** Pronoun
4. **A:** Adverb
5. **V:** Verb
6. **I:** Interjection
7. **N:** Noun
8. **C:** Conjunction

The parts of speech we will cover this week are nouns, adjectives, and adverbs.

Nouns

Nouns name people, places, things, animals, and ideas. There are different types of nouns.

1. **Singular nouns** name only one person, place, thing, animal, or idea.



Teaching Tip: For each part of speech that is defined, have the students use one of the example words in a sentence of their own. Be sure they understand the correct way to place the word in a sentence.



Examples: cowboy, theatre, box, thought, tree, kindness, arrival, elephant

2. **Plural nouns** name more than one person, place, thing, animal, or idea.



Examples: boxes, homes, ideas, troubles, puppies

3. **Common nouns** name unspecific people, places, things, animals, or ideas. They can be singular or plural.



Examples: desk, house, clouds, monkeys, kindness

4. **Proper nouns** name specific people, places, things, animals, or ideas. They will be capitalized. They can be singular or plural.



Examples: Mrs. Knott, Philadelphia, James, Golden Retrievers

Adjectives

Adjectives are words that *modify* nouns. They answer the questions, “What kind?” or “How many?” There are different kinds of adjectives.

1. **Common Adjectives** answer the questions, “What kind?” or, “How many?”



Examples: big, yellow, thin, amazing, three, beautiful, quick, important, many, few



To **modify** is to describe something.



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2. **Proper Adjectives** are capitalized and formed from proper nouns.



Examples: Spanish, American, Indian, Chinese

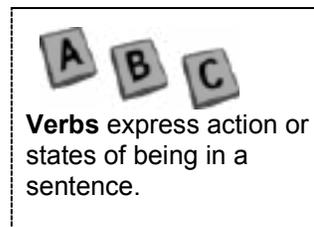
3. **Possessive Adjectives** show ownership.



Examples: his, her, its, your, their, my, our

Adverbs

Adverbs are words that modify *verbs*, adjectives, and other adverbs. They answer the questions “How?” “When?” “Where?” and “How often?” Many times, they will end in “-ly.” There are five types of adverbs.



1. **Adverbs of manner** tell us how something is done. This is the most common type of adverb.



Examples [Adverbs are underlined, and verbs are bolded.]:

1. They **drove** carefully around the corner.

How did they drive? “Carefully.”

2. He **writes** well.

2. **Adverbs of time** tell us when something was done.



Examples [Adverbs are underlined, and verbs are bolded.]:

1. He **can't meet** her today.

When can't he meet? “Today.”

2. I **never** went dancing.

3. **Adverbs of frequency** tell us for how long or how often something happens.



Examples [Adverbs are underlined, and verbs are bolded.]:

1. We **played** outside all day.

How long did we play? “All day.”

2. They usually **arrive** on time.

How often do they arrive? “Usually.”

4. **Adverbs of degree** tell us how much something is done.



Examples [Adverbs are underlined, and verbs are bolded.]:

1. We **like** to eat ice cream a lot.

How much do we like it? “A lot.”

2. She **likes** Fridays very much.



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5. Adverbs of comment state an *opinion* about an action.



Examples [Adverbs are underlined, and verbs are bolded.]:

1. Fortunately, they **found** the lost dog.

What is the opinion about the finding? "Fortunately."

2. Consequently, she left the party.



An **opinion** is a belief or feeling about something.



Note: If you cut the word "adverb" into two parts – "ad" and "verb" – it gives a hint about what they do: adverbs **add to verbs**.

As previously mentioned, adverbs can modify adjectives and other adverbs.

Adverbs Modifying Adjectives



Examples [The adverbs are underlined, and adjectives are bolded.]:

1. Harry Truman used extremely **direct** language.

How direct was the language? "Extremely."

2. He became a very **popular** president.

Adverbs Modifying other Adverbs



Examples [The modifying adverb is underlined, and the adverb being modified is bolded.]:

1. Truman entered politics unusually **late** in life.

How late did he enter politics? "Unusually."

2. He moved through the political ranks quite **quickly**.



Student Practice

CHALLENGE! Write one sentence that uses two vocabulary words and one adverb.

1-3. _____





Student Practice

Provide two examples for each of the following parts of speech.

- 4-5. Singular Noun _____
- 6-7. Proper Adjective _____
- 8-9. Adverb of Manner _____
- 10-11. Adverb of Time _____
- 12-13. Plural Noun _____
- 14-15. Adverb of Frequency _____
- 16-17. Proper Noun _____
- 18-19. Common Adjective _____
- 20-21. Possessive Adjective _____
- 22-23. Adverb of Degree _____
- 24-25. Adverb of Comment _____

CHALLENGE! Circle one word from each of the categories above. Write a short paragraph that uses all of those words. The paragraph should be 3-4 sentences long.

Students must write in complete sentences.

26-36. _____



Answers of Student Practice
A. Word List

Synonyms may vary. Examples are given.

- | | |
|----------------|--------------|
| 1. sympathized | 2. honorable |
| 3. package | 4. undo |
| 5. basket | 6. scream |
| 7. see | 8. doomed |

B .Comprehension

Answers may vary slightly for Q1-2. Check to make sure that the student answers the question generally and then uses examples from the passage for support.

- 1-2. The children discovered the old gentleman by seeing him wave on the train. The passage says that on the day the children waved at the train to send love to their father, they saw a nice hand wave back at them. This was the old gentleman's hand.

3. C

Answers may vary slightly for Q4 and 6.

4. The information before the beginning of the passage states that the children spent most of their time watching and naming the trains, and then the passage begins with the statement that, "It was by the Green Dragon that the old gentleman travelled." The Green Dragon must be the name the children gave to that particular train.
5. B
6. The passage states that the handkerchiefs were "the reverse" of clean, and "reverse" means opposite.

C. Grammar

Sentences will vary. Check to make sure that two vocabulary words and one adverb are used correctly. In the example, vocabulary words are underlined, and the adverb is in italics.

- 1-3. Tammy shrieked *loudly* with glee upon receiving the parcel she had been expecting all month.

For numbers 4-25, answers will vary.

- | | |
|-------------------|---------------|
| 4. cowboy | 5. boat |
| 6. Spanish | 7. French |
| 8. quickly | 9. carefully |
| 10. today | 11. yesterday |
| 12. houses | 13. ideas |
| 14. every day | 15. never |
| 16. Ohio | 17. Alex |
| 18. large | 19. ugly |
| 20. his | 21. her |
| 22. little | 23. a lot |
| 24. unfortunately | 25. obviously |

Paragraphs will vary. Check to make sure that one word from each category was used correctly.

- 26-36. Alex was a Spanish cowboy. Yesterday, he had so many ideas running through his head that he decided to quickly do his chores on the large ranch. He knew that he would never be able to focus on his work otherwise. Unfortunately, when the owner of the ranch saw how little he had done, he was reprimanded, and sent back out to complete the tasks properly.



Head online to complete all days of the course:

ENGLISH: Parts of Speech 1 (W2)



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