

English Language Arts
Grade 6 Curriculum Guide
Humanities Department
2014-2015

Teacher Notes:

- Multi-genre texts should be used in each unit. Examples include classic and contemporary literature, folklore, poetry, drama, as well as informational texts, such as memoirs, biographies, narrative nonfiction, and information presented visually and quantitatively.
- Please select texts for your students using multiple measures of text complexity, including qualitative, quantitative, and reader/task considerations.
- Teachers should embed opportunities for Speaking and Listening (SL) and Language (L) standards throughout the year paying close attention to the focus standards for each grade level to ensure students move towards mastery.
- Research opportunities may also be incorporated into any unit.
- Teacher should use the **HMH Interactive Readers** with students. The majority of students should use the regular Interactive Reader, as the texts appear as they would in the textbook and provides students the ability to interact with the texts, complete skill based activities, and use graphic organizers. Since teachers are using the Interactive Readers during classroom instruction, it is recommended that the regular Interactive Reader be used in order to expose students to more rigorous texts.
- Novels may be used as additional texts with any unit. Be sure to complete the Novel Planning Guide as you plan for incorporating novels.
- Use the Assessment Prompts for reflections and self-assessment as students complete learning experiences throughout the units.
- Many **LEQ's** and **Suggested Learning Experiences** ask students to support ideas with textual evidence. Please ensure students have an understanding of the difference between having a reason for something and using text evidence as a means to support their reasons.
- **Suggested Learning Experiences** require students to use note-taking devices and/or strategies. Please be sure students have opportunities to learn, practice, and employ note-taking skills to develop independence in determining how, when, and why to use an appropriate tool.
- Teacher Note: Look at culminating task before teaching LEQs. The suggested learning experiences are scaffolded to build upon each concept.

Unit 1

Analyzing Texts: A Reader's Perspective

(Holt McDougal Focus Units: 1, 2, 3)

Unit Essential Question: How do readers analyze texts?

Unit 1 Required Culminating Task:

Required Culminating Task: Texts for all Disciplines

Option 1 (W.6.2, W.6.4, W.6.9, L.6.6, RL.6.1, RL.6.2, RL.6.5, RL.6.9)

Freelance writers produce texts based on topics of interest and sell their work for publication. You are a freelance writer and you have been asked to provide a literary analysis for publication in a magazine. To complete your work, choose two literary texts from different genres (stories, poems, novels, drama) on the same topic or theme. Read and analyze the texts, paying close attention to the ways in which the authors present and convey central ideas. Analyze how each author presented the theme or topic in their text. Using specific examples, explain how each author used language, characters, conflict, and setting as a means of advancing the plot, and the impact of the genre on each author's use of elements to convey theme.

Critical Attributes:

Story elements, central ideas, impact of genre, literary analysis, textual evidence, academic vocabulary, appropriate format and language for task

Option 2 (W.6.2, W.6.4, W.6.9, L.6.6, RI.6.1, RI.6.2, RI.6.5, RI.6.9)

You are a newspaper editor in charge of deciding which articles will appear in the local paper. To do this, you must analyze how different writers present information on the same topic. Choose informational texts written by two different writers on an appropriate topic of interest. Compare and contrast one writer's presentation of the topic to that of the other. Pay close attention to each author's use of language, elaboration techniques, and text structure. Identify the central idea of each text and the ways they were developed. Write a comparative essay explaining how each writer used language, elaboration techniques, and text structure to develop their central ideas.

Critical Attributes:

Topic and focus, text analysis of structure, elaboration techniques and language, compare and contrast skills, textual evidence, academic vocabulary, central ideas, appropriate format and language for task

Grammar Focus: By the end of this unit, students should have mastered the following foundational elements of grammar: Parts of Speech, sentence types, and basic sentence

structure. The language focus for this grade is the use of pronouns (subjective, objective, possessive, person, number, and case).

Analyzing Texts: A Reader's Perspective

LEQ 1

Lesson Essential Question

LEQ 1: What are the essential components of literary and informational texts?

CCSS: RL/RI.6.5:

Suggested Texts

- “Boar Out There” pp 32-33
- “The Circuit” p.13-14”

Suggested Learning Experiences

Reading Text Types p. 4-7.

Complete Reading Nonfiction p. 8-14.

Complete “Text Analysis Workshop: What Makes a Good Story?” p. 28-33.

Complete a genre study using the inquiry process with the graphic organizer of your choice for students. Then create a graphic organizer that identifies the genres with the characteristics of each genre. Have students present a specific genre to the class. Options include content posters, PowerPoint presentation, Prezi, and gallery walk.

Create a scavenger hunt that gives students multiple examples of text (pictures, video, novel, music, websites) and have them find each text, name the genre, and defend their genre choice.

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 2

| Lesson Essential Question | Suggested Texts |
|--|--|
| <p>LEQ 2: How do characters respond or change through a series of episodes as the plot advances toward a resolution?</p> <p>CCSS: RL.6.3</p> | <ul style="list-style-type: none"> • “The School Play” pp 34-45 • “All Summer in a Day” pp 66-77 • Media Study: Lemony Snicket’s... pp. 110-113 • “The Prince and the Pauper” pp 150-165 • “Twain’s Tale Transplanted to Today” pp 166-169 • “Life Doesn’t Frighten Me” and “On Turning Ten” pp 288-295 • “Words Like Freedom” and “Dreams” pp 400-405” |

Suggested Learning Experiences

Create a STEAL chart (speech, thoughts, effect on others, actions, and looks--indirect character traits) for one character in a text, then write a paragraph using three descriptive character traits from the chart using textual evidence to support each trait.

Assign students specific lines from a story, then have the rest of the class put the lines in order and divide them into the plot elements.

Read one of the suggested text and have students describe how each literary element impacts/drives the plot and how the characters change in response to the plot events.



Develop emotion cards. Place the cards in sequential order depicting the advancement of the plot. Justify/explain the use and placement of the chosen cards.

Create a character journal/social media page inferring the character’s feelings and attitudes at the different stages in the plot.

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 3

| Lesson Essential Question | Suggested Texts |
|---|--|
| <p>LEQ 3: How does setting enhance a reader's understanding of characters and conflict?</p> <p>CCSS: RL.6.3, RL.6.5</p> | <ul style="list-style-type: none"> • “The School Play” pp 34-45 • “All Summer in a Day” pp 66-77 • Media Study: Lemony Snicket... pp. 110-113 • “The Prince and the Pauper” pp 150-165 • “Twain’s Tale Transplanted to Today” pp 166-169 • “Aaron’s Gift” pp 248-257 • “Life Doesn’t Frighten Me” and “On Turning Ten” pp 288-295 • “Words Like Freedom” and “Dreams” pp 400-405 |

Suggested Learning Experiences

Collect pictures that represent the setting from a specific story and set them up as a gallery walk. Then have students match the pictures to the story and write an explanation justifying their choice.

Using suggested text, students switch settings of the stories between texts. Visually, in writing, or dramatically, represent the impact of the changes on the text. Answer the LEQ.

Using one of the suggested text, create a chart that lists the settings of the story and how they impact the characters and conflict. Then have them create a new setting and discuss how that setting would impact the characters and conflict.



Based on a variety of selected settings (polar vs. tropical; urban vs. rural) students provide different examples of literary elements, such as possible conflict or characters (protagonist/antagonist) based on the setting.

Randomly select a character, setting, conflict and genre (via a bowl or random generator) and have students write a story using these elements.

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 4

Lesson Essential Question

LEQ 4: How does conflict impact theme?

CCSS: RL.6.2, RL.6.3

Suggested Texts

- “The School Play” pp 34-45
- “All Summer in a Day” pp 66-77
- Media Study: Lemony Snicket... pp. 110-113
- “The Prince and the Pauper” pp 150-165
- “Twain’s Tale Transplanted to Today” pp 166-169
- “Aaron’s Gift” pp 248-257
- “Life Doesn’t Frighten Me” and “On Turning Ten” pp 288-295
- “Words Like Freedom” and “Dreams” pp 400-405

Suggested Learning Experiences

After reading one of the suggested texts, have students create a human body outline recording the internal conflicts within the body outline and external conflicts outside the outline.

In pairs, assign students a conflict and have them act it out to the class, then have the class guess the type of conflict and defend their answer.

Randomly assign a theme to small groups. Have each group act out their theme to the class.

In stations, have students read through several of Aesop’s fables. In each station, have students track the clues that they used in each fable to determine the theme.

Read “Yeh Shen: A Cinderella Story from China”. Then answer the tiered questions on page 769-777.

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 5

| Lesson Essential Question | Suggested Texts |
|--|---|
| <p>LEQ 5: What impact does dialogue and dialect have on characters, internal and external conflict, plot, and theme?</p> <p>CCSS: RL.6.2, RL.6.3, RL.6.5</p> | <ul style="list-style-type: none"> • “The School Play” pp 34-45 • “All Summer in a Day” pp 66-77 • “The Good Deed” pp 46-65 • “Lob’s Girl” pp 86-103 • “Jeremiah’s Song” pp 220-227 • “Bamboo Beads” in LOL text • Media Study: Lemony Snicket’s... pp. 110-113 • “The Prince and the Pauper” pp 150-165 • “Twain’s Tale Transplanted to Today” pp 166-169 • “Life Doesn’t Frighten Me” and “On Turning Ten” pp 288-295 • “Words Like Freedom” and “Dreams” pp 400-405 • “The Jacket” pp 498-507 • “The Pasture” pp 62 |

Suggested Learning Experiences

Create an illustration of conflict on a body outline—put symbols or words inside the body outline to represent internal conflict and put symbols or words outside the body outline to represent external conflict (much like #5 on page 63)



Using a poem from the suggested texts, have students take each line and translate it into their own dialect.

Write a paragraph explaining how dialogue and dialect impact a story. Cite one text that supports an example of dialect and one text that supports an example of dialogue.

Using one of the suggested texts, role-play with a partner an internal or external conflict. Observers identify the type of conflict. Transformation of a text—change story into script format to emphasize impact of dialogue/dialect. Explain the impact of the dialectic changes on the conflict, plot, and theme.



Change a character to a different time period, era, cultural background, place, etc. to show the impact of dialect, speech, conflict, etc.



Look at differences between a commercial shown in the afternoon vs. morning and analyze the dialogue, intent, audience, etc.

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 6

| Lesson Essential Question | Suggested Texts |
|--|--|
| <p>LEQ 6: How do readers use the author's language to analyze themes, the author's language to analyze structure, and the author's language to analyze claims in a text?</p> <p>CCSS: RL/RI.6.1, RL/RI.6.5</p> | <ul style="list-style-type: none"> • “The First Skateboard in the “History of the World” (pp 508-515) • “There is No Word for Goodbye” (p. 528-529) • “Teen Athletes” (p. 590) • “A Long Hard Journey: The Story of the Pullman Porter” (pp 622-626) • Newspaper articles • “Sea-Fever”/”The Village Blacksmith” (pp 592-599) • “Fall”/”Change” (pp 600-607) • “Windshield Wiper”/”Night Journey” (pp 614-621) • “I’m Nobody, Who Are You” (p. 630) • “Is the Moon Tired” (p. 631) • “Moses” (p. 632-633) |

Suggested Learning Experiences

Create a graphic organizer that identifies the language (dialect, dialogue, figurative language) to convey theme in fiction. Then create another graphic organizer that identifies the language (transition words, fact vs. opinion) used by authors to convey structure and introduce claims in an informational text.



Select a suggested text and have students determine the theme. Then have students determine the specific language that supports the theme.



Select two informational suggested texts with different text structures. Discuss how the language conveys the text structure in each text.



Select an argumentative informational text and have students determine the claim and choose the language that supports the claim.

Write an essay explaining how readers use the author's language to analyze theme, text structure, and claims in a fiction and informational text.



My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 7

| Lesson Essential Question | Suggested Texts |
|---|--|
| <p>LEQ 7: How do readers use text elements, characters, plot, conflict, language, and structure to make inferences?</p> <p>CCSS: RL/RI.6.1, RL/RI.6.5</p> | <ul style="list-style-type: none"> • “The First Skateboard in the “History of the World” (pp 508-515) • “There is No Word for Goodbye” (p. 528-529) • “Teen Athletes” (p. 590) • “A Long Hard Journey: The Story of the Pullman Porter” (pp 622-626) • Newspaper articles • “Sea-Fever”/”The Village Blacksmith” (pp 592-599) • “Fall”/”Change” (pp 600-607) • “Windshield Wiper”/”Night Journey” (pp 614-621) • “I’m Nobody, Who Are You” (p. 630) • “Is the Moon Tired” (p. 631) • “Moses” (p. 632-633) |

Suggested Learning Experiences

Create an inference chart (example on p. 629).

Complete Text Analysis Activity p 634 #1-8

Complete Text Analysis Activity p. 516 # 4

Quickwrite: In “A Long Hard Journey: The Story of the Pullman Porter” (pp 622-626), why does the author include verse within the prose?

Based on the details presented in an article, make an inference about a person’s character, given their actions, speech, interactions, etc.

Review the Lesson Summary and complete Worksheets A and/or B in *Book 2: Reading and*.



Review the Lesson Summary and complete Worksheets A and/or B in *Book 2: Reading and Informational Texts* pp 65-74 and 75-84.



Complete Text Analysis # 4-8 (p. 598)



Review the Lesson Summary and complete Worksheet A and/or B in *Book 1: Literature* pp. 155-179.

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 8

| Lesson Essential Question | Suggested Texts |
|--|--|
| <p>LEQ 8: How do patterns in a text reveal its central idea?</p> <p>CCSS: RL/RI.6.2, L.6.4</p> | <ul style="list-style-type: none"> • “The School Play” pp 34-45 • “All Summer in a Day” pp 66-77 • Media Study: Lemony Snicket’s... pp. 110-113 • “The Prince and the Pauper” pp 150-165 • “Twain’s Tale Transplanted to Today” pp 166-169 • “Life Doesn’t Frighten Me” and “On Turning Ten” pp 288-295 • “The Dog of Pompeii” pp 324-337 • “Scout’s Honor” pp 360-373 • “Words Like Freedom” and “Dreams” pp 400-405 |

Suggested Learning Experiences

Complete “Understanding Theme” (pp. 318-323).

Complete “Theme versus Topic” (pp. 326-336)

Model the Skill: Character and Theme pp. 361

In small groups, assign students a theme. Have them write a story, or dramatize a story, that has at least two patterns that point toward their assigned theme.

Write a paragraph that explains the different patterns that can emerge within, or among, texts. How can these patterns reveal a theme?

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 9

| Lesson Essential Question | Suggested Texts |
|---|--|
| <p>LEQ 9: How do readers compare and contrast elements across texts to evaluate the author's effectiveness in revealing theme and purpose?</p> <p>CCSS: RL/RI.6.9</p> | <ul style="list-style-type: none"> • <u>Pair 1:</u> "Settling in Space" page 78-85 AND "All Summer in a Day" pp 66-77 • <u>Pair 2:</u> "The Prince and the Pauper" pp 150-165 AND "Twain's Tale Transplanted to Today" pp 166-169 • <u>Pair 3:</u> "The Horse Snake" pp 126-137 AND "Le Mat Village Holds On to Snake Catching Tradition" pp 138-141 • <u>Pair 4:</u> "Scout's Honor" pp 360-373 AND "Wilderness Survival" pp 374-375 AND "How to Build a Bat house" pp 378-381 • "The School Play" pp 34-45 • Media Study: Lemony Snicket's... pp. 110-113 • "Do Wild Animals Make Good Pets" AND "Pit Bulls..." |

Suggested Learning Experiences

Complete "Writing Workshop" (page 296-304) "Comparison-Contrast Essay." (This scaffolds to the culminating task.)

Show students various text examples (written, pictures, music, commercials, etc.) and have them evaluate the author's purpose. Then write a paragraph explaining which text most effectively portrayed the author's purpose and why.



Complete "Read for Information: Compare Author's Purpose's" p. 141 (can be done with any text pair).

Create a chart comparing and contrasting various elements of texts (characters, setting, etc.). Have the students explain how each element portrays the author's purpose. Teacher will choose two informational texts on the same topic. Students will compare and

contrast one writer's presentation of the topic to that of the other, paying close attention to the author's use of text features.



Critique the supporting details and elaboration (or organization, purpose, etc.) of a text using textual evidence to support your opinion

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 10

Lesson Essential Question

LEQ 10: What is the purpose of a reader objectively summarizing a text?

CCSS: RL/RI.6.2

Suggested Texts

- “Text Analysis” p. 905
- “Can Information be Trusted?” p. 892
- “Super Croc” p. 322

Suggested Learning Experiences

Read “Text Analysis” p. 905.



Have students read two informational texts on the same topic with differing opinions (see LEQ 9 suggested texts). Then have students identify the language that creates the bias in each text.

As a class, or small group, discuss why and when it would be important to objectively summarize a text.

View three commercials on the same product (auto insurance, cars, baby products, pizza, etc.) and have students write an objective summary of the information.

After summarizing an article, write a biased and unbiased summary. Have a peer determine the validity of each summary.



My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 11

| Lesson Essential Question | Suggested Texts |
|--|---|
| <p>LEQ 11: How does a reader reference a text to trace and evaluate an argument and analyze the evidence used to support claims?</p> <p>CCSS: RI.6.8; SL.6.3</p> | <ul style="list-style-type: none"> • Examples include Barak Obama's "Speech to Students" or • Severn Suzuki's 1992 speech at the UN Earth Summit • Text Analysis Workshop p. 936 |

Suggested Learning Experiences

Teacher models a think-aloud using an argumentative sample text identifying argumentative elements. Explain how to "trace" (follow) an argument in a text.

Teacher provides sample texts, including speeches, for students to trace the argument.

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Use highlighters to trace the argument and support presented: claim(s) highlighted in orange; Supporting evidence highlighted in blue.

Assign students a specific argument. Have students develop the support for the claim and provide explanations as to why that support is necessary to convey the claim.

Have students create an infomercial/ commercial for a product. The audience will trace the argument within the presentation and state the argument.

Provide students a topic (claim) and associated supporting evidence with both relevant and irrelevant examples/evidence. Assist students in identifying relevant and irrelevant information. What criteria can be established for relevancy?

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Choose a text. Select a combination of relevant and irrelevant facts needed to make a summary of the text. Present students with the list of words or phrases. Have them generate 5 sentences using all of the words/phrases. Share specific sentences and display them for students to see.

Generate a list of questions students have based on these sentences. Provide students with the text for reading. After reading, students take their sentences and match them with the textual evidence to determine if their original sentences were accurate. Determine which of the words provided were relevant or not by citing textual evidence to support their thinking.

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 12

Lesson Essential Question

LEQ 12: How does the use of various mediums (pictures, paintings, art, cartoons, performances, recordings, videos, picture books, quantitative data/charts, etc.) impact a reader's understanding of ideas, structure, and elements in a text?

CCSS: W.6.8, RL/RI.6.7, SL.6.2

Suggested Texts

- “Produce Your Own Media” p. 863
- Media Smart p. 862
- “Houdini” p. 850”

Suggested Learning Experiences

Compare and contrast the pros and cons of using various media by creating a chart.

Present several informational texts about the same topic (i.e. a memoir, biography, photos, audio/interview, etc.). Identify and analyze the impact of the medium on the information presented and the reader's understanding.

Create a visual text to enhance/accompany a written text on the same topic. Support your reasoning for including this type of visual using textual evidence.

Give each student a specific medium and topic. Have students transform that medium into another form of text/medium. Compare and contrast the benefits and disadvantages of changing the text structure.

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 13

| Lesson Essential Question | Suggested Texts |
|---|--|
| <p>LEQ 13: How can a reader identify and determine the development of the point of view used by an author?</p> <p>CCSS: RL/RI.6.6</p> | <ul style="list-style-type: none"> • “Eleven” pp 198-205 • “Ghost of the Lagoon” pp 206-219 • “Jeremiah’s Song” pp 220-233 • “Role-Playing and Discovery”/ “The Life and Adventures of Nat Love” pp 264-273 • “The True Story of the Three Little Pigs” (pp 460-466)*** |

Suggested Learning Experiences

Use teacher-created packets containing texts with examples of author’s point of view (1st person, 2nd person (you), 3rd person limited, 3rd person omniscient). Have students complete an observation chart to record differences in the language used to distinguish point of view. Using the inquiry method, have students define each point of view and provide a list of attributes to exemplify each. Be sure to have students use suggested texts to include as examples.



Compare the traditional version of “The Three Little Pigs” and “The True Story of the Three Little Pigs” (pp 460-466). Name the craft elements and point of view used in each story and explain how they created the style of each author. Support your answer with relevant text evidence.



Create comic strips, or story board, of “The Three Little Pigs” told from each point of view.

Choose three different mediums/texts on the same topic and have students analyze the difference in the information provided in each. (ex: Helen Keller autobiography, biography, video clip)

Reference:

- Text Analysis Workshop: Character and Point of View” (page 192-197)
- Complete “Model the Skill: First Person Point of View” (pp. 199-204)
- Complete “Model the Skill: Third Person Point of View” (pp. 207-217).

My Notes & Ideas

Analyzing Texts: A Reader's Perspective

LEQ 14

Lesson Essential Question

LEQ 14: What is the relationship between nouns and pronouns to the introduction and development of characters in a text?

CCSS: L.6.1(a-e)

Suggested Texts

- “Eleven” p. 198
- “Emmy Lou Harris: She” (reference online)
- *Bud, Not Buddy* novel

Suggested Learning Experiences

Select an excerpt from any of the texts read in this unit. Remove the pronouns and reflect on the actual characters' names. Write a brief explanation of the importance of using pronouns to help develop the characters.



Compare two selections, one with the immediate use of pronouns and one with the name(s) of the character(s). How is the use of a noun/pronoun more or less effective in the development of the text? What impact does the author's choice of when to introduce a character's name vs. using pronouns in the text have on the development of his/her characters?

My Notes & Ideas