

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.

Unit 2

Building Texts: A Writer's Perspective

(Holt McDougal Focus Units: 4, 5, & 7)

Unit Essential Question: How do writers use mentors to build texts?

Unit 2 Required Culminating Task:

Required Culminating Task: “Mentors and Me”

They say imitation is the highest form of flattery. Your selected mentor author, (author's name) , will be the recipient of a very distinguished writing award. You have been chosen to speak at the ceremony honoring (author's name) . You have been asked to create and present an original text imitating the style of your mentor author. You will share your original text and a multimedia presentation demonstrating the impact of the mentor author on your writing.

To complete your task, choose a mentor author. Read and analyze at least two texts from the selected author to identify elements of the author's craft and style. Select three specific craft and/or style elements to be used in creating an original text. Develop a publishable copy of your text incorporating the three identified elements. Create a multi-media presentation to demonstrate the impact of the mentor author on your writing. Be ready to present your work for the ceremony.

Critical Attributes: Analysis of craft and style elements, influence of mentor on the original text produced, inclusion of three style elements in the original text, multimedia product format, presentation skills (eye contact, volume, clear speaking).

Standards: RL/RI.6.1; RL/RI.6.5, RI.6.7, L.6.6, W.6.2, W.6.4, W.6.9, SL.6.4, SL.6.5, SL.6.6

Building Texts: A Writer's Perspective

LEQ 1

Lesson Essential Question	Suggested Texts
<p>LEQ 1: How does a writer's purpose influence genre, structure, medium, and text elements?</p>	<ul style="list-style-type: none"> • "Can a Game Play You" p. 942 • "What Video Games Can Teach Us" p. 944 • "The Violent Side of Video Games" p. 947 • Writing Workshop p. 780

Suggested Learning Experiences

Review and extend students' understanding of basic authors' purposes. Emphasize the point: *Why* I write (my purpose for writing) determines **how** I write (the genre/ structure/ medium/ text elements I use).



Students are given a topic and they will illustrate each of the author's purposes in writing using the genre(s) of their choice. Students should provide an original written example to inform, to persuade, to argue, and to entertain.



Students are given a topic to find a mentor text written about. They will then determine the author's purpose in writing in the particular genre of that text and use textual evidence to explain why this purpose or genre was chosen. Students will then write an original example in the same genre or with the same purpose as the chosen author's mentor text.

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 2

Lesson Essential Question	Suggested Texts
<p>LEQ 2: How do writers develop a theme or central idea?</p> <p>CCSS: RL/RI.6.2, W.6.1, W.6.2, W.6.3</p>	<ul style="list-style-type: none"> • “Share What You Know” p. 316 • “The Dog of Pompeii” p. 324 • “Lob’s Girl” p. 88-100 • “Bird Brains” p. 909-913

Suggested Learning Experiences

Refer to “Differentiated Instruction” p. 342-343.



“Author’s Purpose and Main Idea” - Page numbers 340-347; “Bird Brains” Pages 909-913; “Understanding Theme” Pages 316-323; “Lob’s Girl” Pages 88-100

- Use Interactive Reader
- Main Idea = Central Idea (CC terms)
- Compare and contrast the themes of “The Dog of Pompeii” and “Lob’s Girl.” In your comparison, consider how each theme is developed. Then, write your own fictional piece developing the same theme and using the same central idea as these two texts. Note: These are also offered in the Interactive Reader. The theme of each piece can be that a dog will do anything to prove its loyalty to its master. The central idea for each piece can be loyalty and love.

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 3

Lesson Essential Question	Suggested Texts
<p>LEQ 3: How do literary text structures compare/contrast with informational text structures?</p> <p>CCSS: RL/RI.6.5</p>	<ul style="list-style-type: none"> • “Text Analysis Workshop: What Makes a Good Story?” p. 28 • “Reading Informational Texts: Patterns of Organization” pp. R8-R13 • “Boar Out There” p. 32-33 • “Should Wild Animals Be Kept as Pets?” p. 952-957

Suggested Learning Experiences

Review or teach informational text structures (cause/effect, compare/contrast, problem/solution, chronological order, order of importance, spacial order, etc.)

Read “Text Analysis Workshop: What Makes a Good Story?” p. 28

“Reading Informational Texts: Patterns of Organization” pp. R8-R13

Have students read fictional texts as well as a supplemental informational texts that follow the same central idea. Then, have students compare the major elements and features of each genre. (Suggested Texts to compare: “Boar Out There” (fiction, pages 32-33) and “Should Wild Animals Be Kept as Pets?” (informational, pages 952-957).

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 4

Lesson Essential Question	Suggested Texts
<p>LEQ 4: How do writers use elaboration strategies to support claims/central ideas in expository and argumentative texts?</p> <p>CCSS: W.6.8, W.6.9, W.6.1, W.6.2, W.6.3</p>	<ul style="list-style-type: none"> • “The Good Deed” p. 48 • “Nadia the Willful” p. 350 • “The True Story of the Three Little Pigs” p. 460 • **Reference previously read selections.**

Suggested Learning Experiences

Provide examples of and teach students how to incorporate elaboration strategies. Listed are possible ways to provide elaboration in writing. As texts are read, point out the ways in which writers use these strategies to provide details and elaboration. Use a note-taking device to capture information for future reference and use. Students will complete guided notes to track elaboration strategies used in each text. Commonly used support and elaboration strategies are listed here:

- Description
- Compare and Contrast
- Classification
- Cause and Effect
- Personal Experiences
- Experiences of Others
- Anecdotes
- Reference to Authorities
- Sequence
- Facts, Statistics, Graphs
- Definitions
- Advantages of the Solution
- Counterarguments

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 5

Lesson Essential Question	Suggested Texts
<p>LEQ 5: How does a writer's point-of-view and bias impact the presentation of ideas?</p> <p>CCSS: RL/RI.6.6</p>	<ul style="list-style-type: none"> • "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 Red Guards" pp. 226-230" • "President Cleveland, Where Are You?" pp. 236-246 • "The Red Guards" pp. 276-283 • "The True Story of the Three Little Pigs" pp. 460-466 (provide a traditional version of this story) • "Tuesday of the Other June" pp. 470-481 • "Primer" pp. 482

Suggested Learning Experiences

Develop or find scenarios for students to dramatize. Scenarios should allow students to speak in a variety of voices. Have students dramatize the scenarios and then discuss how they "saw" the events. Discussion should lead students to define perspective as how topics, events, and/or situations are viewed.



Read and be able to identify the voice used to tell a story. Have students differentiate between the speaking voice and how the story is presented. (Be sure students are able to name critical components of the story, which will enable them to more readily connect to difference in voice and how the author delivers the text.)



Choose a paragraph from a story—have students identify the POV, and then rewrite it in a different POV. Share and analyze the impact of the various POVs on each "story." Have students distinguish between both the speaking voice used to retell the story and the perspective on the people, places, and/or events presented in the story.



Have students complete an organizer allowing them to retell portions of a text from various perspectives within the text. Students should be able to explain how each character's perspective influenced their understanding of the text.

My Notes & Ideas

Building Texts: A Writer’s Perspective

LEQ 6

Lesson Essential Question	Suggested Texts
<p>LEQ 6: How do the various tools writers use convey their style? (word choice/diction, figurative language, connotation, symbolism, imagery, sentence structure, etc.)?</p> <p>CCSS: W.6.4, RL/RI.6.4, RL/RI.6.5, L.6.5</p>	<ul style="list-style-type: none"> • “The All-American Slurp” (pp 442-453) • “Tuesday of the Other June” (pp 468-481) AND “Primer” (p 482) • “Poem: The Morning Walk”/”There is No Word for Goodbye” (pp 524-530) • “Good Hotdogs” (p 642-647) • “The Problem with Bullies” (pp486-490) • “The Jacket” (pp 498-504) • “The First Skateboard in the History of the World” (pp 508-515) • “Skateboard Science” (518-522) • “Message from a Caterpillar” /”Fog”/”Two Haiku” (pp 608-613) • “A Long Hard Journey: The Story of the Pullman Porter” (pp 622-626)

Suggested Learning Experiences

Conduct a word splash using the word “style.” Match students’ answers to writer’s style.



Use an observation chart as a format to name, define, and exemplify elements of author’s craft. Have students create a foldable or complete an organizer, which can be placed in a writer’s notebook or daybook as a reference tool.



Provide students with a variety of pictures, photographs, and/or musical selections. Have them use adjectives to describe how items in the photos are arranged, how people may be dressed, or how music sounds.



Review “Text Analysis Workshop: Sensory Language, Imagery, and Style” (pp 436-441).



Record descriptive details that develop the style in a selection. Illustrate one of the selections, using the language to express the style of the text. Incorporate color to convey the atmosphere created by the author (p. 441).

For “All- American Slurp,” find examples of imagery. Note which sense the image appeals to and explain how the author’s use of imagery adds humor to the story (p. 454 #5).

Complete “Text Analysis #4 and #5” (p.483).

Based on the description in a text, visually represent an item crucial to the story (Ex: in “The Jacket,” draw the jacket he wants and the jacket he receives and discuss impact of the contrast).

Locate examples of figurative language from suggested texts. Interpret the figurative meaning and explain the significance of each author’s use of figurative language on portions of texts from which they were lifted. How does the use of figurative language represent a component of the author’s style?

Conduct a Socratic Seminar analyzing the author’s elements of style. (Reference the Thinker’s Guide Socratic Seminar resource book provided to AFs and ELA DCs).

Review the Lesson Summary and complete Worksheets A and/or B in *Book 1: Literature* pp 229-245 and 323-330

Choose 2 -3 texts from those read throughout the year. What about the author’s style appealed to you the most and made you choose the selections? Who was the intended audience? Provide relevant text support for your answer. Write your response and share with group/class. (Refer to “What is Style” p. 438 or “Writing Prompt” at bottom of 603 for example).

Have students choose a text and explain in writing how the author’s craft elements contributed to the author’s style.

Select a poem to read, memorize, and perform for the class. Deliver the poem allowing listeners to evaluate the speaker’s ability to use voice and inflection to convey meaning and reveal style. Have students choose 1 speaker and explain in writing how he/she captured the audience using voice and inflection. Be able to cite specific examples of the speaker’s craft.

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 7

Lesson Essential Question	Suggested Texts
<p>LEQ 7: How do writers use mentor texts to develop style?</p> <p>CCSS: W.6.4</p>	<ul style="list-style-type: none"> • Teachers should select mentor texts to reflect elements of writer's craft used effectively. • "Sensory Language, Imagery, and Style" pages 436-441 • "Text Analysis: Style in Nonfiction" pages 508 – 509

Suggested Learning Experiences

Select several well-crafted texts that employ various elements of writer's craft. Lead a discussion enabling students to name the elements and describe the writer's style. Select one text example to use as a mentor text. The teacher should display the original text on the left side and model for students how to write a new text employing the same craft elements and style as the mentor text. Students should then select a different text to complete on their own using the mentor text as a guide. How does using a mentor text enable novice writers to develop their own writing style and employ craft elements effectively?



Read "Sensory Language, Imagery, and Style" pages 436-441 and "Text Analysis: Style in Nonfiction" pages 508 – 509.

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 8

Lesson Essential Question	Suggested Texts
<p>LEQ 8: How does a writer use language to establish a tone and create mood?</p> <p>CCSS: RL/RI.6.4, RL/RI.6.5, W.6.4</p>	<ul style="list-style-type: none"> • “The All-American Slurp” p. 444 • “When is Food More Than Fuel?” p. 642 • “What Makes a Memory Last?” p. 264 • “Literary Language and Devices in Nonfiction” p. 804 • “Text Analysis: Tone” Pages 643-653 • “Text Analysis: Imagery and Mood” Pages 525-530

Suggested Learning Experiences

Create a 3 column chart with the following headings: thoughts, words, actions. Use the chart to determine the tone of the piece (example on p. 545 #7).

Have students close their eyes as a poem is read. How does the writer use language to establish the tone and create mood? Students may complete a quickwrite or paragraph to explain.

Give students scenarios and have students react using various tones. Example: A student wants to go to a football game but Mom wants homework done instead. React using a supportive tone, an angry tone, etc.

Read “Text Analysis: Tone” Pages 643-653 and “Text Analysis: Imagery and Mood” Pages 525-530.

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 9

Lesson Essential Question

LEQ 9: How do specific sentences fit into the structure of a text and contribute to the development of a theme?

CCSS: RL/RI.6.5

Suggested Texts

- Previously read texts.
- Non-fiction articles (from textbook or Internet) could be used.

Suggested Learning Experiences

Create a bubble map with the text's theme in the middle and specific sentences that help to identify the theme in the outside bubbles. Can be used with any text (story, poem, non-fiction). Choose one of the sentences, explain its meaning, its significance in the text structure, and impact on the theme.

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 10

Lesson Essential Question

LEQ 10: How do writers use sentences, paragraphs, chapters, scenes, and stanzas to create a coherent text?

Suggested Texts

- “Sensory Language, Imagery, and Style” p. 436

CCSS: RL/RI.6.5

Suggested Learning Experiences

Use close reading activities for each of the components of style listed on pp. 436-441.



Find a poem with multiple stanzas to copy and cut apart. Create bags of the cut-up poem stanzas for each group. Have students reconstruct the original poem. Have them explain why they chose a specific order and how they believe it made the text coherent. Compare the recreated poem to the original. How does the order and structure impact the meaning of the poem? Repeat the exercise with other genres, ordering paragraphs, scenes, etc.

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 11

Lesson Essential Question

LEQ 11: How do writers use the steps in process writing to plan, write, revise, edit, publish, and reflect on their work?

CCSS: W.6.5, W.6.6, L.6.2, L.6.3

Suggested Texts

- HMH Write Source

Suggested Learning Experiences

Using Write Source (www.hmheducation.com/writesource), review the steps of the writing process. The teacher should utilize the writing process during all culminating tasks (prewriting, writing, revising, editing, and publishing).

Provide numerous opportunities for students to respond in writing and to plan written responses. Students must experience all stages of the writing process multiple times during any unit.

My Notes & Ideas

Building Texts: A Writer's Perspective

LEQ 12

Lesson Essential Question

LEQ 12: What are the most effective ways to collaborate to analyze texts and share ideas about writing?

CCSS: SL.6.1, W.6.5, L.6.3

Suggested Texts

- Teacher-selected texts
- “Text Analysis” in Language Arts Texts (Section R 140)

Suggested Learning Experiences

Book clubs

Peer writing/editing/revising

Gallery walk discussions

Collaborative research

Class discussions

Socratic seminar

Round table discussions

My Notes & Ideas