

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 3

## Analyzing Texts: Exploring Language Through Culture

(Holt McDougal Focus Units: 6, 8)

**Unit Essential Question:** How do texts reveal culture?

Unit 3 Required Culminating Task:

**Required Culminating Task:**

**PART I:** (Complete after LEQ 5)

Literary Anthropology is the study of people and their culture as depicted through their literature. This work allows for deeper understanding of various elements in a culture such as language, writing styles, customs, beliefs, etc. Assume the role of a literary anthropologist to study how texts reveal culture. Select an example of a traditional tale not discussed in class. Determine the culture from which the tale originates. Consider the craft and literary elements that signify the culture. Write a report identifying and explaining the elements in the text representing the culture. Establish clear connections between the craft and literary elements and the culture.

**Standards:**

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

**Critical Attributes:**

Cultural connections, craft and literary elements, analysis of connections between craft and culture, appropriate format and language

Critical Attributes:

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

**PART 2:** (Completed at the end of the unit)

Using your report from Part 1, select a portion of the text and element(s) used by the author you believe were most representative of the culture. Write a claim and provide support to defend your ideas.

**Standards:** (W.6.1, W.6.4, RL.6.5)

**Critical Attributes:**

Claim, supporting evidence, textual evidence, analysis of cultural elements

## Analyzing Traditional Texts: A Reader's and Writer's Perspective

### LEQ 1

#### Lesson Essential Question

**LEQ 1:** What are the distinguishing characteristics of folklore (myths, legends, fables, folktales)?

**CCSS:** RL.6.9

#### Suggested Texts

- “The Story of Ceres and Proserpina” pp 684-688
- “Apollo’s Tree – The Story of Daphne and Apollo” (pp 694-697)
- “The People Could Fly”
- “Uncle Septimus’ Beard” p. 736

#### Suggested Learning Experiences

Complete “Text Analysis Workshop: Myths, Legends, and Tales” (pp. 676-681).



Complete an organizer to depict the characteristics (i.e. language, message, structure, etc.) of the myths read. Have students reference the organizer as a tool during the unit.



Using technology, create a presentation in groups with an assigned suggested text. The presentation should cover the elements in the graphic organizer from the previous suggested learning experience. Example of presentations include: iMovie, Prezi, PowerPoint, etc.

#### My Notes & Ideas

## Analyzing Traditional Texts: A Reader's and Writer's Perspective

### LEQ 2

#### Lesson Essential Question

**LEQ 2:** What can be learned from a culture based on its folklore?

**CCSS:** RL.6.2

#### Suggested Texts

- “Apollo’s Tree: The Story of Daphne and Apollo” (pp 692-705)
- Provide additional texts according to student interest

#### Suggested Learning Experiences

Provide a sample text to show how culture is embedded in folklore. Show elements of style that impact the text, such as repetition, diction, dialogue, etc.

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Use a jigsaw approach: Develop expert learning groups by culture of interest. Each group will read selections of folklore from their culture of interest. Use an organizer to detail elements of style, culturally specific elements, and language. Develop visual representations of your findings to share in mixed groups. Mixed groups will share findings. Answer the LEQ.

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Assign students a culture. Research folklore from that culture and analyze how the author represents different aspects of that culture through the text.

#### My Notes & Ideas

## Analyzing Traditional Texts: A Reader's and Writer's Perspective

### LEQ 3

Lesson Essential Question	Suggested Texts
<p><b>LEQ 3:</b> How are values revealed through folklore?</p> <p><b>CCSS:</b> RL.6.2, RL.6.9</p>	<ul style="list-style-type: none"> <li>• “The Passamaquoddy” p. 720</li> <li>• “The Chenoo” p. 714</li> <li>• “The Crane Maiden” p. 746</li> <li>• “Twelfth Song of Thunder” CCSS Appendix</li> <li>• “The Tale of the Mandarin Duke” CCSS Appendix</li> </ul>

#### Suggested Learning Experiences

Define and identify values in various cultures while rotating through stations. Work with teacher-provided resources at each station.

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Use specific text examples to identify values using readings from the Suggested Texts.

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Read folklore from multiple cultures and explain the values represented. Explain how values play a role in the development of the folklore. Possible guiding questions: Why was this part included in the story? Why do you think the author wrote this? Can you clarify how an idea is important to the story? Is this an important story to reteach in our society? What are other cultural perspectives on this value?

#### My Notes & Ideas

## Analyzing Traditional Texts: A Reader's and Writer's Perspective

### LEQ 4

Lesson Essential Question	Suggested Texts
<p><b>LEQ 4:</b> How are narrative structures useful in conveying details and event sequences?</p> <p><b>CCSS:</b> RL.6.5, RI.6.8, L.6.4</p>	<ul style="list-style-type: none"> <li>• “The Passamaquoddy” p. 720</li> <li>• “The Story of My Life” p. 834</li> <li>• “Paul Revere’s Ride” CCSS Appendix</li> <li>• “Eleven”</li> <li>• “The Road Not Taken” CCSS Appendix</li> <li>• “Narrative of the Life of Fredrick Douglass” CCSS Appendix</li> <li>• “Blood, Toil, Tears, and Sweat” CCSS Appendix</li> </ul>

### Suggested Learning Experiences

Review characteristics of narratives and transition words.

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Review a variety of narratives and complete a graphic organizer outlining details and patterns observed, text structures (and how you know), and sequence of events.

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Quickwrite about something that happened to you or someone you know in a logical, sequential, or chronological order OR create a comic strip or story board showing events in order.

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Answer the LEQ using one of the texts read and in an essay, or paragraph, explain how the text structure used in the narrative best gives details and sequences. What is the best text structure used to convey your overall message?

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Discuss how narrative elements may be used as elaboration strategies in expository and argumentative writing.

### My Notes & Ideas



## Analyzing Traditional Texts: A Reader's and Writer's Perspective

### LEQ 5

#### Lesson Essential Question

**LEQ 5:** How do writers use craft elements and distinguishing characteristics of traditional tales to produce a text representative of a particular culture?

**CCSS:** W.6.4

#### Suggested Texts

- “Uncle Septimus’s Beard” (pp. 736-745)
- Reference texts from previous LEQs and analyze for a different purpose.

#### Suggested Learning Experiences

Using the description in “Uncle Septimus’s Beard”, draw the beard on the board. List the sensory images and figurative language used by the author as the beard grows. How does the increasing exaggeration impact the tale?

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Choose a different part of the tale you believe the imagery, dialect, and use of figurative language is especially impactful. Use the language to illustrate the part you chose. Explain how the language enabled you to develop your illustration. What is the significance of your chosen section to the overall meaning of the text?

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Provide multiple traditional tales for students to connect the craft tools to the culture represented in the text.

#### My Notes & Ideas

## Analyzing Traditional Texts: A Reader's and Writer's Perspective

### LEQ 6

#### Lesson Essential Question

**LEQ 6:** What are the essential components of argumentative texts?

**CCSS:** W.6.1, W.6.4, RI.6.8

#### Suggested Texts

- “The Number Devil” CCSS Appendix
- “Fighting is Never a Good Solution” p. 1000
- “The Problem with Bullies” p. 487

#### Suggested Learning Experiences

Use the text analysis workshop beginning on page 936 to enhance student understanding of argument and persuasion. Have students use a graphic organizer outlining claims, details, and impact on text features/structures. Clarify understanding that persuasion is a *type* of argumentation. Argumentation aims to inform, state, and support a claim using logic and outside evidence. Persuasion aims to use emotion to influence and direct the behavior of others.



Be sure students have a clear understanding of bias as it relates to informational texts. Using “Dangerous Threat? No – Loving Pet!” by Lisa Epstein and the image “Is This the Kind of Dog that You Want Roaming Our Streets?” on pages 940-941, have the students write a persuasive piece of writing that expresses their opinion on the topic and persuades their audience to agree with their opinion.



Now, create an argumentative piece of writing on the same topic in which students must make a claim on the topic and support that claim using evidence without any type of personal narration (NO FIRST PERSON). *Be sure that students understand that persuasion is a type of argumentative writing based on emotion; whereas argumentative writing is based on logical reasoning.*



Students should explain the difference between each writing example, focusing on the structure and use of language.

My Notes & Ideas

# Analyzing Traditional Texts: A Reader's and Writer's Perspective

## LEQ 7

Lesson Essential Question	Suggested Texts
<p><b>LEQ 7:</b> How does a writer use claims with support and elaboration to construct arguments?</p> <p><b>CCSS:</b> W.6.1, SL.6.3</p>	<ul style="list-style-type: none"> <li>• “The Great Fire” CCSS Appendix</li> <li>• “Words We Live By” CCSS Appendix</li> <li>• “Freedom Wavers” CCSS Appendix</li> <li>• “Should Wild Animals be Kept as Pets” p. 951</li> <li>• Newspaper editorial pages</li> <li>• CNN.com</li> <li>• ESPN.com</li> </ul>

### Suggested Learning Experiences

Use the writing workshop beginning on page 988 to model the writing process that the students will use in the culminating task

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Provide examples of real-world writing that presents an author's claim and supporting evidence with elaboration. Use graphic organizers to display these elements.

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Then, provide sample claims and ask students to provide the relevant support and elaboration to support each claim. Discuss how to organize the supporting evidence for each claim.

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Use real-world mentor texts to have students identify claim(s), support types, and elaboration techniques.

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Write your own claims and support with evidence. Critique with a peer.

My Notes & Ideas

# Analyzing Traditional Texts: A Reader's and Writer's Perspective

## LEQ 8

### Lesson Essential Question

### Suggested Texts

**LEQ 8:** How do writers differentiate style when presenting arguments?

- Teacher selected texts

**CCSS:** W.6.4, W.6.1, RL/RI.6.4

### Suggested Learning Experiences

Using texts written in formal and informal style, use the inquiry method for students to define and characterize both styles. Lead a discussion to assist students in determining why formal or informal style is used. In what setting is formal or informal style most appropriate?

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Create an organizer outlining formal vs. informal elements. Consider audience, tone, setting, and topic.

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Text triangulation- Use three different genres of the same theme (media, poem, speech). Use a graphic organizer to outline formal vs. informal style elements, patterns observed, text structures, audience, etc. Analyze the work to determine overall style and the impact on the topic.

### My Notes & Ideas

# Analyzing Traditional Texts: A Reader's and Writer's Perspective

## LEQ 9

### Lesson Essential Question

**LEQ 9:** How do writers incorporate fact and opinion to support their claim?

CCSS: W.6.8

### Suggested Texts

- Teacher selected texts
- A good *TEACHER* resource is [www.theonion.com](http://www.theonion.com). This site specializes in producing satirical articles that appear real. Be sure to read articles on this site **BEFORE** using them in class! **Do not send students to search on this site.**

### Suggested Learning Experiences

The teacher should provide an informational text containing both facts and opinions. Instruct students to identify facts and opinions on a T-chart. Then, provide texts with sentences where the opinions may sound factual (but are not!).

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Hold a class discussion using the following guiding questions: What words did the author use that lead you to believe a statement was fact vs. opinion? Why is it important to understand the difference between the two?

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### My Notes & Ideas