

Sixth Grade ELA (Into Literature) Overview

Unit 1 (Finding Courage)	
<p>Module Length: 30 Lessons</p> <p>Essential Question: How do you find courage in the face of fear?</p> <p>Texts:</p> <ul style="list-style-type: none"> ● <i>The Breadwinner</i> (excerpt), Deborah Ellis ● <i>Embarrassed? Blame Your Brain</i>, Jennifer Conner Smith <p>Independent Texts:</p> <ul style="list-style-type: none"> ● <i>Horrors</i> (poem) Lewis Carroll ● <i>Vanquishing the Hungry Chinese Zombie</i> (shortstory), Claudine Gueh ● <i>Running Into the Danger on the Alaskan Trail</i>, (Narrative Fiction) Cinthia Ritchie ● <i>Facing Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare</i> (Informational Text) Dana Hudepohl <p>Short Story "The Ravine" Graham Saulsbury</p> <p>Poem: "Life Doesn't Frighten Me" by Maya Angelou</p> <p>Article "Fears and Phobias" by kidshealth.org</p> <p>Video: "Wired for Fear", The California Science Center</p> <p>Additional Novel Connections</p> <ul style="list-style-type: none"> ● <i>Wringer</i> Jerry Spinelli ● <i>Dragonwings</i> Laurence Yep <p>Assessments</p> <p>Checks For Understanding:</p> <ul style="list-style-type: none"> ● After lessons 2-6 ● After lessons 7-9 ● After lessons 10-14 ● After lessons 16-16 ● After lessons 17-25 ● After lessons 26-27 <p>End of Unit Task Prompt: Fear can prevent you from achieving your goals, deciding something important, or fully enjoying your life.</p>	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● Analyze how character develops plot ● Analyze character and setting ● Conduct research about humanitarian aid organizations ● Write a letter to a Humanitarian organization ● Determine the parts of speech of words, and use the parts of speech and context to help figure out a word's meaning ● Give a multimodal presentation to accompany research ● Use correct capitalization of proper nouns ● Discuss the text using the key term plot ● Use and understand structure to read and comprehend poetry ● Analyze word choice to identify a poem's speaker ● Expand knowledge of literary genres and poetic forms ● Analyze word choices to identify the tone and mode of a poem ● Write a poem about fears ● Discuss the features of a poem using the term speaker ● Cite evidence to support analysis of a text and use text features ● Conduct research about phobias ● Write an informative essay about fears and phobias ● Discuss information that can help someone overcome a fear ● Use the prefix not to define unfamiliar words ● Analyze how writers use dashes ● Discuss with a partner the feature of a text using the key word subheading ● Analyze the purpose of a video ● Understand the visual and sound elements of a video ● Write and present a podcast reviewing the video ● Research stories that exhibit the physical reaction to fear ● Discuss with a partner the purpose of a video, using the term visual and sound ● Use text feature to make, correct and confirm predictions ● Identify organization and structure of informational text

How do you find courage in the face of fear? Write an essay explaining how people find courage to face their fears.

- Gather information from credible sources, then present the information using paraphrasing and appropriate source citation.
- Write and present an advertisement
- Use synonyms and antonyms to better understand word meanings
- Use commas after introductory elements
- Discuss with a partner the organizational features of the text using the term subheadings
- Cite textual evidence; make inferences
- Determine a theme or central idea
- Describe story elements and structure
- Determine the meaning of words and phrases from their context
- Engage effectively in a range of collaborative discussions
- Verify preliminary determination of the meaning of a word; consult reference materials
- Identify and write simple and complex sentences

Quarter 2- Unit (Through an Animal's Eyes)

Module Length: 30 Lessons

Essential Question:

What can you learn by seeing the world through an animal's eyes?

Texts:

- *Pax*, Sara Pennypacker
- *Zoo*, Edward Hoch
- from *Animal Snoops: The Wonderous World of Wildlife Spies*, Peter Christie
- *Animal Wisdom (poem)*, Nancy Wood
- *The Last Wall (poem)*, Mary TallMountain
- "Wild Animals Aren't Pets (Editorial USA Today)
- "Let People Own Exotic Animals (Commentary), Zuzana Kukol

Independent Texts:

- "The Caterpillar" (poem) by Robert Graves
- "The Flying Cat" (poem) by Naomi Shihab Nye
- "The Pod" (short story) Maureen Crane Wartski
- "Tribute to the Dog (Speech) Graham Vest
- "Views on Zoos" (Arguments)

Additional Novel Connections

- Old Yeller, Fred Gipson
- Julie of the Wolves, Jean Craighead George

Assessments

Checks For Understanding:

- After lessons 2-6
- After lessons 7-10
- After lessons 11-15
- After lessons 16-19
- After lessons 20-25
- After lessons 26-27

End of Unit Task

- After Lessons 28-30

Considering a perspective other than your own can help you broaden your understanding of how the world works. What can you learn by seeing the world through an animal's eyes? Write an argument defending your ideas.

Learning Goals:

- Analyze third-person point of view
- Analyze how authors use details to develop voice
- Research connections between people and their pets
- Write a story about an animal using newly acquired vocabulary
- Present a story using visuals and text
- Use Latin roots to develop vocabulary
- Analyze how writers use complex sentences
- Discuss how to use words to describe images
- Explain how to determine theme and describe the ways authors convey theme
- Explain different points of view in literature
- Create an present a movie storyboard
- Determine the meaning of unknown vocabulary words using Greek roots as a guide
- Analyze proper usage and consistency of verb tense
- Discuss the point of view of the text
- Analyze how anecdotes contribute to the structure of a text
- Conduct research about animals
- Write an informative essay about animal communication
- Discuss the behaviors of familiar animals with a small group
- Use Latin Roots
- Use correct capitalization
- Discuss the features of the text using the key terms *heading, subheading, and captions*
- Analyze personification and imagery in poetry
- Compare themes of two poems and present ideas in class
- Conduct research about wolves
- Discuss poetry and create a poster depicting the imagery in poems
- Discuss the features of a poem using the key term theme
- Define and explain claims, evidence, arguments, facts, and opinions
- Understand how authors support a claim
- Write an argument taking a pro or con position
- compare and present a debate by staging a debate in a formal register
- Explain and use word origin to help with vocabulary meaning
- Learn to spell commonly misspelled words

- | | |
|--|---|
| | <ul style="list-style-type: none">• Demonstrate comprehension by summarizing a text |
|--|---|

Unit 3- (Surviving the Unthinkable)
--

Module Length: 30 Lessons

Essential Question:

What does it take to be a survivor?

Core Texts:

- from *A Long Walk to Water* by Sue Park
- *Salva's Story* (Documentary) PQVRoseMedia
- "Into the Lifeboat" from *Titanic Survivor* (memoir) Violet Jessup
- from "After the Hurricane" (poem) Rita Williams-Garcia
- from *Ninth Ward*, Jewell Parker Rhodes

Independent Texts

- "Watcher: After Katrina, 2005" (poem) Natasha D. Trethewey
- "The Day I Didn't Go to the Pool" (short story) Leslie J. Wyatt
- "Tuesday of the Other June" (short story) Norma Fox Mazer
- "In the Event of a Moon Disaster" (Speech) Bill Safire
- "Ready Preparing Your Pets for Emergencies Makes Sense" Informational Text

Additional Novel Connections

Life As We Knew It, Susan Beth Pfeffer

The Clay Marble, Minfong Ho

Assessments

Checks For Understanding:

- After lessons 2-7
- After lessons 8-9
- After lessons 10-16
- After lessons 17-25
- After lessons 26-27

End of Unit Task

- After Lessons 28-30

Considering a perspective other than your own can help you broaden your understanding of how the world works. What can you learn by seeing the world through an animal's eyes? Write an argument defending your ideas.

Learning Goals:

- Monitor comprehension of texts and make adjustments
- Analyze characters and setting of a novel excerpt
- Research the organization Water for South Sudan
- Write an informative essay about setting and character
- Use both print and digital vocabulary resources
- Understand and use prepositional phrases
- Understand and use subject/verb agreement
- Discuss character traits of a survivor
- Discuss challenges faced by Salva using the term setting
- Analyze the characteristics of a digital text
- Analyze use of print and graphic features to achieve purposes
- Write a summary of events in a video
- Evaluate and rate video features
- Generate research questions from a variety of sources
- Discuss the effectiveness of the video's elements
- Discuss the video using the terms animated and voice over
- Create mental imagery through strong word choice and sensory description
- Use context clues to increase understanding of vocabulary
- Develop and modify a research plan
- Write using an informal register or voice
- Create a multimedia presentation
- Analyze how writers use commas
- Discuss imagery using vivid words
- Analyze the effects of structure and meter in poetry
- Describe an author's use of figurative language
- Conduct research and present findings on a recent disaster and the people who respond to it
- Write an original poem about a life experience
- Present an original poem in a poetry slam
- Discuss a poem using the term repetition
- Analyze historical and cultural setting of the text
- Analyze the author's use of language to develop mood and theme

	<ul style="list-style-type: none"> ● Conduct research about the history of the Ninth Ward in New Orleans before and after the hurricane. ● WRite posts based on the events of Hurricane Katrina ● Determine the meaning of unfamiliar words using context clues ● Create a poster about fortitude ● Use pronouns correctly ● Discuss and identify pronouns in a text
--	--

Unit 4 (Discovering Your Voice)

<p>Module Length: 30 Lessons</p> <p>Essential Question: What are ways you can make yourself heard?</p> <p>Core Texts:</p> <ul style="list-style-type: none"> ● “A Voice” (poem) Pat Mora ● “Words I Like Freedom” (Poem) Langston Hughes ● “Better Than Words: Say It With a Selfie” (argument) Gloria Chang ● “OMG, Not Another Selfie!” (argument) Shermakaye Bass <p>Independent Texts</p> <ul style="list-style-type: none"> ● “I was a Skinny Tomboy Kid” (poem) Luz Villanueva ● “Words are Birds” Francisco X. Alarcon ● “Eleven” (Short Story) Sandra Cisneros ● “On Dragonwings” (Short story) Lucy D. Ford ● “Carved on the WALLS” Judy Yung <p>Additional Novel Connections</p> <p>Beethoven In Paradise, Barbara O'Connor</p> <p>Amos Fortune, Free Man, Elizabeth Yates</p> <p>Assessments</p> <p>Checks For Understanding:</p> <ul style="list-style-type: none"> ● After lessons 2-6 ● After lessons 7-9 ● After lessons 10-14 ● After lessons 15-16 ● After lessons 17-25 ● After lessons 26-27 <p>End of Unit Task</p>	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● Analyze a multimodal text ● Analyze a variety of print and graphic features ● Research the life and work of an artist ● Infer word meaning using context clues ● Use commas to clarify meaning ● Write a summary ● Discuss headings and graphic features of a text ● Discuss the author’s analysis using the terms seem and express ● Analyze how text structure contributes to the author’s purpose ● MAke connections to personal experiences and ideas in other text ● Conduct research using multiple sources ● Write a formal letter or email ● Write and present a biographical poem ● Pose and answer questions about a classmates work ● Discuss the structure of the text using the word memoir ● Make inference about author’s purpose and message ● Analyze author’s use of language ● Research popular humorists ● Write an essay analyzing the author’s purpose and message ● Give and follow instructions for telling a joke ● Use resources to determine word meaning ● USE pronouns correctly ● Discuss the selection using the term author’s purpose ● Analyze figurative language in poetry ● Make inferences based on tone and speaker ● Research the Harlem Renaissance ● Write an essay based on inferences drawn from the speaker and tone ● Discuss and analyze figurative language
--	---

<ul style="list-style-type: none"> • After Lessons 28-30 <p>Write an argument explaining why your favorite type of self-expression is effective.</p>	<ul style="list-style-type: none"> • Make inferences and use evidence to describe speakers • Discuss features of the text using the key term figurative language • Analyze the structure of an argument and the use of rhetorical devices • Identify the intended audience of an argument • Conduct research about photographic self portraits • Write an argument about cell phone usage • Discuss the “perfect selfie” • Determine the meaning of unfamiliar words using context clues • Distinguish between commonly confused words • Discuss with a partner using the term audience
---	---

Unit 5 (Never Give Up)	
<p>Module Length: 30 Lessons</p> <p>Essential Question: What keeps people from giving up?</p> <p>Core Texts:</p> <ul style="list-style-type: none"> • “A Schoolgirl’s Diary” from <i>I Am Malala</i> (memoir) Malala Yousafzai with Patricia McCormick • “The First Days of School” (Short story) R.V. Cassill • “Speech to the Young: Speech to the Progress-Toward” (poem) Gwendolyn Brooks • from <i>Into the Air</i> Robert Burleigh • from <i>The Wright Brothers: How They Invented the Airplane</i>, Russell Freedman <p>Independent Texts</p> <ul style="list-style-type: none"> • “Paul Revere’s Ride” (poem) Henry Wadsworth Longfellow • “The Road Not Taken” (poem) Robert Frost • Damon and Pythias (Drama) Fan Kissan • “Education First” from “Malala’s Speech to the United Nations” (speech) Malala Yousafzai <p>Assessments</p> <p>Checks For Understanding:</p> <ul style="list-style-type: none"> • After lessons 2-8 • After lessons 9-14 • After lessons 15-16 • After lessons 17-25 • After lessons 26-27 	<p>Learning Goals:</p> <ul style="list-style-type: none"> • Analyze plot, as well as how setting influences plot and character • Generate and research questions about a historical setting • Write an informational essay on the influence of setting on character in the selection • Discuss comparisons and contrasts between students’ lives and the lives of characters • Use a thesaurus effectively • Practice writing sentences with varying sentence patterns • Discuss features of the text using the term plot • Analyze the effects of meter and structural elements • Make inferences about theme and author;s purpose • Write a poem of informational speech • Record a poem or presentation as a podcast • Discuss elements of a poem using the terms meter, alliteration, and reputation • Analyze characteristics and determine keys ideas in multimodal texts • Conduct research about early advances in flight • Write a summary of the selection’s content knowledge

<p>Additional Novel Connections Across Five Aprils, Irene Hunt The Fighting Ground Avi End of Unit Task</p> <ul style="list-style-type: none"> ● After Lessons 28-30 <p>Write a biographical report explaining why a well known person from history refused to give up.</p>	<ul style="list-style-type: none"> ● Discuss the functions of elements Use of affixes to determine a word's meaning ● Identify and use adverbs and adverb clauses ● Discuss the features of a text using the key terms multimodal ● Analyze characteristics and structural elements of a text ● Determine key ideas of an informational text ● Conduct research about the Wright Brothers using resources ● Work with a group to give a presentation ● Write a summary of a selection of informational text ● Use resources to determine the meaning of new words ● Use commas correctly in sentences ● Discuss the selection using the term evidence
--	--

Unit 6 (Hidden Truths)	
<p>Module Length: 30 Lessons</p> <p>Essential Question: What hidden truths about people and the world are revealed in stories?</p> <p>Core Texts:</p> <ul style="list-style-type: none"> ● from <i>Storytelling</i>, Josephina Sherman ● <i>The Prince and the Pauper</i>, Mark Twain ● "Archetype" (poem) Margarita Engle ● "Fairy-Tale Logic" (Poem) A.E. Stallings ● "The Boatman's Flute (Folktale) retold by Sherry Garland ● "The Mouse Bride" (Folktale) retold by Heather Forest <p>Independent Texts</p> <ul style="list-style-type: none"> ● "The Golden Serpent" Fable retold by Walter Dean Myers ● "Echo and Narcissus" (Folktale) retold by Lancelyn Green ● "The Fisherman and the Chamberlain" (Folktale) retold by Jane Yolen ● "urban Legends Suburban Myths" Robert T. Carroll <p>Assessments</p> <p>Checks For Understanding:</p> <ul style="list-style-type: none"> ● After lessons 2-5 ● After lessons 6-11 ● After lessons 12-16 	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● Analyze the characteristics and structures of informational text ● Make inferences about key ideas ● Research guidelines for expressive storytelling ● Write a speech about the importance of storytelling ● Engage is a group discussion about the selection's key ideas ● Use context clues to determine the meaning of unknown words ● Tell a story based on an image ● Analyze how playwrights develop characters ● Create mental images to deepen understanding ● Research the life of a real-life character depicted in a play ● Write a character sketch ● Perform a dramatic reading ● Use a variety of resources to define vocabulary terms ● Discuss the features of the text using the key term character ● Understand the difference between sonnets and free verse ● Analyze the effect of meter and form of poetic structure ● Make personal and thematic connections to stories and poetry

- After lessons 17-25
- After lessons 26-27

Additional Novel Connections

Black Ships Before Troy, Rosemary Sutcliff

The Hobbit, J.R.R Tolkien

End of Unit Task

- After Lessons 28-30

Write a short story or folktale that expresses a clear theme or message about life or human nature.

- Discuss, paraphrase, infer, and compare themes and meanings within and across texts
- Research other authors and make connections
- Analyze and discuss how writers use allusion, rhyme, rhythm, alliteration, and repetition to express meaning
- Discuss types of characteristics found in different kinds or stories, using the key term archetype.
- Cite evidence to support analysis of plot and point of view
- Conduct research about folktales
- Discuss elements of plot
- Rewrite the narrative from a different point of view
- Expand knowledge of vocabulary
- Identify and discuss the characters in a text, using the term character
- Cite evidence to support an analysis of the textual elements of folktales
- Conduct research about some of the common themes in a folktale
- Participate in small group discussion about the themes identified in a folktale
- Discuss author's purpose, using the term purpose