

## Unit 6.1: Foundations

In Unit One students work to build a foundation of skills, processes, and strategies that will help them succeed in middle school. They will be empowered to take responsibility for their learning. Students begin by creating a portfolio that requires them to track their progress as readers, writers, and critical thinkers. They expand their ability to read and respond to texts by annotating and participating in a variety of discussions to explore plot, character development, and theme. Students analyze how experiences, relationships, and perceptions help shape and develop character.

### Essential Questions

- What is character and how is it defined or developed?
- What techniques make an argument effective in achieving its purpose?
- How is a theme or central idea developed in a text?

### Enduring Understandings

- Effective readers recognize how the words and phrases authors choose contribute to the meaning of a text.
- Writers make careful decisions about how to construct arguments that best support their claims.
- Effective writers make purposeful decisions when crafting their stories because there are many ways to express a theme or central idea.

Students also examine how effective writers craft and communicate messages to an audience. There are opportunities for shorter and extended writing, including narrative, argument, and analysis. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and then implementing effective writing practices.

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## Common Tasks

- 6.1.1 Write a brief scene showing a character's personality.\*
- 6.1.2 Write and present an argument defending or challenging a quotation.
- 6.1.3 Analyze how an author develops a character in a text.
- 6.1.4 Compare how a print and non-print text express a common theme or central idea.

*\* Teachers who wish to make more time for re-teaching a common task may choose to omit these starred tasks or blend them into others, but the relevant skills and concepts must be incorporated into instruction during the unit.*

## Advanced English 6 Texts

### Unit 1: Foundations

Throughout the year, students should read and discuss a combination of classic literature and contemporary works from a diverse group of writers. Students need to read a variety of non-print texts and print texts from different genres, including fiction, nonfiction, poetry, and short stories. Employ Literature Circles to provide students with a structured choice of texts. Instruct students to use strategies before, during, and after reading to interact with texts. Provide opportunities for students to make predictions and connections as well as to question, clarify, visualize, and evaluate their reading. Critical reading coupled with inquiry based discussion leads to effective writing.

**“To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing.”**

*Common Core State Standards*

#### Fiction

<i>Bridge to Terabithia</i>	Katherine Paterson
<i>Dragonwings</i>	Laurence Yep
<i>Going Home</i>	Nicholasa Mohr
<i>My Side of the Mountain</i>	Jean Craighead George
<i>The Sunita Experiment</i> republished as <i>The Not-So-Star-Spangled Life of Sunita Sen</i>	Mitali Perkins
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>The View from Saturday</i>	E. L. Konigsburg
<i>Zen and the Art of Faking It</i>	Jordan Sonnenblick

#### Nonfiction

from <i>All I Really Need to Know</i> <i>I Learned in Kindergarten</i>	Robert Fulghum
“Calling All Nobodies”	<i>New York Times</i>
“Chinatown, from <i>The Lost Garden</i> ”	Laurence Yep
<i>A Girl from Yamhill: A Memoir</i>	Beverly Cleary
“The Jacket”	Gary Soto
“Oh Broom, Get to Work”	Yoshiko Uchida
“Peers Talk It Out”	<i>Dallas Morning News</i>
“Who Is Your Reader?”	Gary Soto
“Who’s the New Kid?”	Lois Lowry
“Your Family’s History Will Come Alive”	<i>Statue of Liberty—</i> <i>Ellis Island Foundation, Inc.</i>

## Poetry

“Analysis of Baseball”  
“All That Is Gold”  
“Change”  
“I’m Nobody! Who Are You?”  
“Life Doesn’t Frighten Me”  
“Primer Lesson”  
“The Quarrel”  
“Saguaro”

May Swenson  
J.R.R. Tolkien  
Charlotte Zolotow  
Emily Dickinson  
Maya Angelou  
Carl Sanburg  
Eleanor Farjeon  
Frank Asch

## Short Stories

“Aaron’s Gift”  
“The All-American Slurp”  
“Bad Characters”  
“Eleven”  
“Flowers and Freckle Cream”  
“My Greatest Ambition”  
“Raymond’s Run”  
“Scout’s Honor”  
“The Scribe”  
“The Southpaw”  
“Ta-Na-E-Ka”  
“Tuesday of the Other June”  
“The Wall”

Myron Levoy  
Lensey Namioka  
Jean Stafford  
Sandra Cisneros  
Elizabeth Ellis  
Morris Lurie  
Toni Cade Bambara  
Avi  
Kristin Hunter  
Judith Viorst  
Mary Whitebird  
Norma Fox Mazer  
Eve Bunting

## Booklet

*Talking Service: Readings for  
Civic Reflection*

Great Books Foundation

## On-level English 6 Texts

### Unit 1: Foundations

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*Common Core State Standards*

#### Fiction

<i>The 18<sup>th</sup> Emergency</i>	Betsy Byars
<i>Bridge to Terabithia</i>	Katherine Paterson
<i>Daphne’s Book</i>	Mary Downing Hahn
<i>Dragonwings</i>	Laurence Yep
<i>Going Home</i>	Nicholasa Mohr
<i>Journey to Jo’burg</i>	Beverley Naidoo
<i>Maniac Magee</i>	Jerry Spinelli
<i>My Side of the Mountain</i>	Jean Craighead George
<i>On My Honor</i>	Marion Dane Bauer
<i>The Not-So-Star-Spangled Life of Sunita Sen</i> formerly <i>The Sunita Experiment</i>	Mitali Perkins
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>The View from Saturday</i>	E. L. Konigsburg
<i>Words by Heart</i>	Ouida Sebestyen
<i>Zen and the Art of Faking It</i>	Jordan Sonnenblick

### Nonfiction

from <i>All I Really Need to Know I Learned in Kindergarten</i>	Robert Fulghum
“Calling All Nobodies”	<i>New York Times</i>
“Chinatown, from <i>The Lost Garden</i> ”	Laurence Yep
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“The Jacket”	Gary Soto
“Oh Broom, Get to Work”	Yoshiko Uchida
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“Flowers and Freckle Cream”	Elizabeth Ellis
“Scout’s Honor”	Avi
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“The Southpaw”	Judith Viorst
“Ta-Na-E-Ka”	Mary Whitebird
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<i>Talking Service: Readings for Civic Reflection</i>	Great Books Foundation
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## Course Terms

Alliteration

Allusion

Annotate

Audience

Author’s purpose

Central idea

Character trait

Characterization

Claim

Connotation

Contemporary

Denotation

Dialogue

Figurative language

Flashback

Foreshadowing

Humor

Hyperbole

Imagery

Inference

Interpretation

Irony

Main idea

Metaphor

Monologue

Mood

Motivation

Paraphrase

Personification

Perspective

Plot structure

- Exposition

- Inciting incident

- Rising action

- Conflict

- External

- Internal

- Climax

- Falling action

- Resolution

Point of view

- First person

- Third person

Portfolio

Reading strategies

- Before

- During

- After

Refrain

Repetition

Research question

Rhetoric

- logos

- pathos

- ethos

Rhetorical devices

Rhyme

Rhythm

Self–reflection

Sensory details

Sentence structure

Setting

Simile

6–Traits of Writing

- Ideas & Development

- Organization

- Voice

- Word Choice

- Sentence Fluency

- Conventions

Stanza

Subplot

Summary

Suspense

Symbol

Theme

Tone

Topic

Works cited

Writing

*Purposes*

- Argument

- Informative/explanatory

- Narrative

- Research and Synthesis

- Creative

*Methods of development*

- Cause-Effect

- Classification

- Comparison-Contrast

- Definition

*Process*

- Prewriting

- Drafting

- Revising

- Editing

- Publishing

## Language Standards

Teachers plan instruction to incorporate language instruction into writing; the goal is for students to think clearly about ways to improve their own writing. Exercises in sentence combining, expansion, and imitation offer ways students can compose more sophisticated and effective sentences. *Separated* and *simulated* instruction may be used to introduce concepts; include *integrated* instruction to ensure that students apply these and other skills in their writing.

### Common Core Language Standards for Grade 6

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - Use intensive pronouns (e.g., *myself*, *ourselves*).
  - Recognize and correct inappropriate shifts in pronoun number and person.
  - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation** (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - Spell correctly.
- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.
  - Maintain consistency in style and tone.

Teachers should also consult the list of [Language Progressive Skills](#) to identify those concepts initially taught in earlier grades that are most likely to require review and re-teaching, based on students' needs. The most relevant of these may include the following:

- Ensure subject-verb and pronoun-antecedent agreement (L.3.1f).
- Produce complete sentences, recognizing and correcting fragments and run-ons (L.4.1f).
- Correctly use frequently confused words (L.4.1g).
  - The document [Commonly Confused Words](#), found in the Course Materials section of the Instruction Center course page for English 6, outlines the expected sequence for teaching and reviewing the most common of these terms. Teachers should address those words identified at grade 6 but also use student writing samples and portfolios to review words that may need further instruction and practice from earlier years.
  - The words listed for English 6, which may appear on formative and final assessments, include the following:

<b>a lot</b>	<b>threw/through</b>
<b>brake/break</b>	<b>to/too/two</b>
<b>quiet/quit/quite</b>	<b>you're/your</b>
<b>their/there/they're</b>	

- Recognize and correct inappropriate shifts in verb tense (L.5.1d).

Vocabulary acquisition continues to be a necessary and vital part of the English curriculum. Vocabulary study not only enhances understanding of the writer’s craft—how word choice creates character, defines mood, and sets tone—but also is the key to a richer reading of all texts. Determining meaning and understanding word structure give students the tools to become independent, strategic readers of challenging texts.

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b) Use common, grade-appropriate Greek or Latin affixes and roots\* as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
  - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a) Interpret figures of speech (e.g., personification) in context.
  - b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Affixes and Roots

<b>Unit One</b>			
<b>Structure</b>	<b>Term</b>	<b>Definition</b>	<b>Example</b>
<b>Prefixes</b>	re-	again	revise; repetition
	sub-	below; under	subway; submerge
<b>Roots</b>	graph	write	autograph; photograph
	ject	to throw out	eject; project
<b>Suffixes</b>	-able; -ible	capable of being	likeable; terrible
	-ize	make	characterize; familiarize

<b>Unit Two</b>			
<b>Structure</b>	<b>Term</b>	<b>Definition</b>	<b>Example</b>
<b>Prefixes</b>	un-	not; opposite of	unable; unreliable
	de-	reduce; remove	depart; decrease
<b>Roots</b>	ced	yield; go	recede; precede
	dict	say; speak	dictate; predict
<b>Suffixes</b>	-ion, -tion	act or state; action or process	opinion; narration
	-ful	full of	useful; careful

## Affixes and Roots

<b>Unit Three</b>			
<b>Structure</b>	<b>Term</b>	<b>Definition</b>	<b>Example</b>
<b>Prefixes</b>	il-; im-; in-	not	illegible; impossible; invisible
	ad-	to; toward	administration; adjust
<b>Roots</b>	ped; pod	foot	pedal; tripod
	scrib; scrip	write	scribe; description
<b>Suffixes</b>	-ly	In the manner of	sincerely; usually
	-ous	having the quality of	poisonous; nervous

<b>Unit Four</b>			
<b>Structure</b>	<b>Term</b>	<b>Definition</b>	<b>Example</b>
<b>Prefixes</b>	con-	together; with	connect; confide
	mis-	bad; wrong	mistake; misinform
<b>Roots</b>	pon; pos	set; place	postpone; position
	fac	make; do	benefactor; manufacture
<b>Suffixes</b>	-less	without	fearless; priceless
	-ness	state or condition of	brightness; greatness