

Unit 6.2: Adventures

Unit Two helps students understand how adventures help expand one's perspective. Students reflect on the word choices authors make to establish mood and focus on deliberate strategies authors use in narrative writing to craft adventure stories. As students examine author's craft in the texts they read and discuss, they begin to consider the qualities that make their own writing unique.

Enduring Understandings

- Effective readers recognize how the words and phrases authors choose create mood in a text.
- Advertisers convince an audience of an idea by using persuasive techniques.
- Adventure stories expand our perspectives by offering experiences different from our own.

Essential Questions

- How do authors use language purposely to create mood?
- What techniques do advertisers use to effectively persuade an audience?
- What is an adventure and how do we capture its essence in writing?

Students study and apply analytical, argumentative, and creative approaches to writing and presentation. They learn how to develop voice in their writing to connect with the audience. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and then implementing effective writing practices.

Common Tasks

- 6.2.1 Write an explanation of how an author uses language to create mood.
- 6.2.2 Analyze a scene from a film of an adventure story.*
- 6.2.3 Create and present an advertisement for a product.
- 6.2.4 Write an additional or alternative scene for a text in the unit.

** 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 2: Adventures

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. Critical reading coupled with inquiry based discussion leads to effective writing. Since advanced readers use multiple strategies to create meaning, understand the nuances of language, and connect reading to their own lives, seek content that is provocative, ambiguous, complex, and emotionally challenging.

“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>Around the World in Eighty Days</i>	Jules Verne
<i>Mr. Tucket</i>	Gary Paulsen
<i>Peter Pan</i>	J. M. Barrie
<i>The Scarlet Pimpernel</i>	Baroness Orczy
<i>The True Confessions of Charlotte Doyle</i>	Avi
<i>Voyage of the Dawn Treader</i>	C. S. Lewis
<i>The Wanderer</i>	Sharon Creech
<i>When You Reach Me</i>	Rebecca Stead
<i>The Witch of Blackbird Pond</i>	Elizabeth Speare

Nonfiction

“Animals to the Rescue”	<i>National Geographic World</i>
“A Backwoods Boy”	Russell Freedman
“Daring to Dream”	<i>American Girl</i>
from <i>The Fun of It</i>	Amelia Earhart
“Home on an Icy Planet”	<i>Time for Kids</i>
“Matthew Henson at the Top of the World	Jim Haskins
“Older Run”	Gary Paulsen
“Tutankhamen” from <i>Lost Worlds</i>	Anne Terry White
from <i>Woodsong</i>	Gary Paulsen

Poetry

"Ancestors"	Dudley Randall
"February Twilight"	Sara Teasdale
"Night Journey"	Theodore Roethke
"Questioning Faces"	Robert Frost
"Something Told the Wild Geese"	Rachel Field
"Western Wagons"	Stephen Vincent Benet
"Wind and Water and Stone"	Octavio Paz

Short Stories

"All Summer in a Day"	Ray Bradbury
"The Fun They Had"	Isaac Asimov
"Ghost of the Lagoon"	Armstrong Sperry
"The Last Great Snake"	Mary Q. Steele
"Nadia the Willful"	Sue Alexander
"The Sand Castle"	Alma Luz Villanueva
"Stay"	Cynthia Rylant
"Through the Tunnel"	Doris Lessing

Drama

<i>The Phantom Tollbooth</i>	Norton Juster, dramatized by Susan Nanus
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Booklet

<i>Talking Service: Readings for Civic Reflection</i>	Great Books Foundation
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On-level English 6 Texts

Unit 2: Adventures

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. Critical reading coupled with inquiry based discussion leads to effective writing. Since advanced readers use multiple strategies to create meaning, understand the nuances of language, and connect reading to their own lives, seek content that is provocative, ambiguous, complex, and emotionally challenging.

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Common Core State Standards

Fiction

<i>Around the World in Eighty Days</i>	Jules Verne
<i>The Black Cauldron</i>	Lloyd Alexander
<i>The Forgotten Door</i>	Alexander Key
<i>Into the Land of Unicorns</i>	Bruce Coville
<i>Mr. Tucket</i>	Gary Paulsen
<i>Peter Pan</i>	J. M. Barrie
<i>The Scarlet Pimpernel</i>	Baroness Orczy
<i>Search for the Shadowman</i>	Joan Lowery Nixon
<i>The True Confessions of Charlotte Doyle</i>	Avi
<i>Voyage of the Dawn Treader</i>	C. S. Lewis
<i>The Wanderer</i>	Sharon Creech
<i>When You Reach Me</i>	Rebecca Stead
<i>Where the Red Fern Grows</i>	Wilson Rawls
<i>The Witch of Blackbird Pond</i>	Elizabeth Speare
<i>A Wrinkle in Time</i>	Madeleine L’Engle

Nonfiction

“Animals to the Rescue”	<i>National Geographic World</i>
“A Backwoods Boy”	Russell Freedman
“Daring to Dream”	<i>American Girl</i>
from <i>The Fun of It</i>	Amelia Earhart
“Home on an Icy Planet”	<i>Time for Kids</i>
“Matthew Henson at the Top of the World”	Jim Haskins
“Older Run”	Gary Paulsen
“Tutankhamen” from <i>Lost Worlds</i> from <i>Woodsong</i>	Anne Terry White Gary Paulsen

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“Ghost of the Lagoon”	Armstrong Sperry
“The Last Great Snake”	Mary Q. Steele
“The Living Kuan-Yin”	Carol Kendall and Yao-Wen Li
“Nadia the Willful”	Sue Alexander
“The Sand Castle”	Alma Luz Villanueva
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Booklet

<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:

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

- 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.
- 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.
 - Use common, grade-appropriate Greek or Latin affixes and roots* as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - 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.
 - 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.
- Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - 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

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

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

Affixes and Roots

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

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