



# [CONNECTIONS]

## English Language Arts

**GRADE 6**

### UNIT 1 Essential Question How are friendships built and broken?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 1 <b>Fiction</b> from <i>Bud, Not Buddy</i> by Christopher Paul Curtis (830L) 3 pages	Citing Textual Evidence to Support Inferences (10, 13)	Analyzing Characters (15)	Analyzing Dialogue (16)	Standard English (18)	Response Journal— inferences (13) Write sentences— inferences (15) Write a paragraph— conclusions (16) Write paragraphs— dialogue (18)	Discuss characterization using documented evidence (16)	Comic Strip (20)	Suggested full texts: <i>Bud, Not Buddy</i> ; <i>The Watsons Go to Birmingham—1963</i> (20)	Citing Evidence to Support Inferences, Analyzing Characters, Analyzing Dialogue (21)
Chapter 2 <b>Memoir</b> from <i>My Life in Dog Years</i> by Gary Paulsen (900L) 6 pages	Summarizing Plot (25, 31)	Analyzing Theme (32)	Identifying How Word Choice Reveals Point of View (34)	Consistent Verb Tense (35)	Response Journal— Predictions (31) Write a summary (32) Write a paragraph— point of view (35)	Share and evaluate theme (33) Share and discuss response to point of view (35)	Milestone Map (37) Memoir (38)	Suggested full texts: <i>My Life in Dog Years</i> ; <i>How Angel Peterson Got His Name</i> ; <i>Woodsong</i> ; <i>Winterdance</i> ; <i>The Schernoff Discoveries</i> Research project (39)	Summarizing, Determining Theme, Identifying Point of View (40)
Chapter 3 <b>Article</b> from "Why We Need Friends Now More Than Ever" by Lori Chandler (1240L) 2 pages	Understanding Word Meanings (49)	Identifying Claims (50)	Identifying Reasons and Evidence (53)	Quotation Marks with Direct Quotations (55)	Response Journal— Central Claim (49) Write a paragraph— reasoning (55)	Share and discuss answers to word meanings chart (50)	Argument Analysis; Ridiculous Arguments (56)	Suggested full texts: <i>The Truth About Truman School</i> ; <i>Wonder</i> ; <i>The Bully Book</i> ; <i>Goodbye Stranger</i>	Define Terms Based on Context, Identifying Evidence (58)
Chapter 4 <b>Personal Essay</b> "Reflections on True Friendship" by Andrew O'Hagan (1020L) 2 pages	Analyzing How Key Ideas are Developed (62, 64)	Understanding Author's Point of View (66)	Comparing Ideas Presented in Multiple Texts (68)	Intensive Pronouns (69)	Response Journal (64) Write about author's techniques (66) Write a summary (69)	Discuss point of view using Venn diagram (67) Discuss multiple articles (69)	Interview and Presentation (71)	Extension activities related to the articles (71)	Analyzing Key Ideas, Identifying Central Claim, Determining a Point View (72)
Chapter 5 <b>Radio Play</b> from <i>Damon and Pythias</i> retold by Fan Kissen 5 pages	Understanding Theme (76, 81)	Analyzing Characters (83)	Analyzing the Structure of the Play (84)	Punctuation in Plays: Colons, Brackets, Italics, Dashes (87)	Response Journal (80) Write paragraphs (84) Write two paragraphs (86) Write six lines of dialogue (87)	Discuss theme statement (82) Discuss character analysis (84)	Greek Gods and Goddesses Mini-Poster (88) Podcast (89)	Research Video Research Brochure Research (90)	Determine Theme Statements, Analyze Characters, and Structure of a Text (91)
<b>End of Unit</b>	<p><b>Writing Process Assignment:</b> Writing an Informative Essay—What qualities make a good friendship?</p> <p><b>Practice Performance Task:</b> Synthesize multiple short excerpts from the unit to answer the Essential Question (101–108)</p>								

## UNIT 2 Essential Question How do people deal with difficulties?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 6 <b>Nonfiction Essay</b> "Sometimes, The Earth Is Cruel" by Leonard Pitts Jr. (1300L) 3 pages	Determining Central Idea (112, 115)	Recognizing the Purpose of Repetition (116)	Interpreting Literary Devices (118)	Anaphora (word repetition) (120)	Response Journal (120) Write a sentence—central idea (116) Write a paragraph—imagery (119)	Discuss development of ideas (116)	Digital Presentation—Haiti Earthquake (120)	Research Research/Discussion Suggested full texts: <i>Life As We Knew It</i> ; <i>Three Rivers Rising</i> ; <i>Out of the Dust</i> (121)	Understand ideas in a passage (122)
Chapter 7 <b>Poetry</b> "Mother to Son" by Langston Hughes 1 page	Uncovering a Poem's Message (126, 127)	Understanding Images in Poetry (128, 129)	Recognizing a Tonal Shift (130)	Dialect (131)	Response Journal (127) Write a paragraph—imagery (129)	Discuss and adjust interpretations of ideas (128) Discuss tonal shift (131)	Poetry Explication (132) Pop-Up Poetry Presentation (133)	Research Write a Poem Presentation (134)	Make inferences using evidence from a text (135)
Chapter 8 <b>Autobiography</b> from <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (950L) 5 pages	Understanding Character Development (139, 141)	Analyzing How Chapters Develop the Author's Ideas (142, 144)	Determining the Author's Point of View (147)	Comma with an introductory phrase (149)	Response Journal—Impressions (141) Write a personal connection to a quote (148)	Discuss chapters and ideas (147)	Digital Presentation—slavery (150) Staged Interview (151)	Suggested full texts: <i>Narrative of the Life of Frederick Douglass, an American Slave</i> ; <i>Incidents in the Life of a Slave Girl</i> Watch a movie	Analyze character development (153)
Chapter 9 <b>Speech</b> "Blood, Toil, Tears and Sweat" by Winston Churchill (1140L) 3 pages	What the Speech Says (157, 159)	Exploring Rhetoric (161)	Determining a Speaker's Purpose (162)	Repetition in Rhetoric (164)	Response Journal (159) Write an explanation—Author's purpose (164)	Discuss a quote (162)	Graduation Speech (165) Speedy Speeches—Objects with Meaning (165)	Research Online Post Research (167)	Analyze the purpose of a speech (168)
Chapter 10 <b>Play</b> from <i>The Diary of Anne Frank, Act 2, Scene 4</i> by Frances Goodrich and Albert Hackett 7 pages	Understanding Plot and Characters (171, 177)	Determining Theme (179)	Comparing the Play and the Film (180)	Ellipsis (182)	Response Journal (177) Writing questions (179) Write a paragraph—compare play and film (182)	Share theme statements (180)	Readers Theater (183) Write a New Ending (184)	Compare two movies Suggested full texts: <i>Anne Frank: The Diary of a Young Girl</i> ; <i>Making Bombs for Hitler</i> Research (185)	Analyze plot, character, and theme (186)
<b>End of Unit</b>	<b>Writing Process Assignment:</b> Writing a Personal Narrative—What hardships have you experienced? (188–196)								
	<b>Practice Performance Task:</b> Synthesize multiple short excerpts from the unit to answer the Essential Question (197–206)								

### UNIT 3 Essential Question What power do words have?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 11 <b>Poetry</b> "Words Free as Confetti" by Pat Mora 2 pages	Determining Theme (210, 211)	Analyzing Sensory Language (212)	Analyzing Structure (215)	Using Commas with Direct Address (218)	Response Journal (211) Write a literary analysis—sensory language and mood (218)	Discuss theme (212) Discuss sensory language (214)	Poetry Puzzle (219) Free Verse Poem (220)	Poem Research Read poetry (221)	Analyze meaning and structure (222)
Chapter 12 <b>Fiction</b> from <i>Out of My Mind</i> by Sharon M. Draper (550L) 5 pages	Analyzing Exposition (226, 227)	Analyzing Character Development (229, 230)	Analyzing an Episode in a Novel (232, 235)	Using Pronouns in the Correct Case (237)	Response Journal (227)	Discuss inferences (229) Brainstorm like filmmakers (232) Discuss character traits (237)	Add a Chapter (240) Podcast (240)	Research Suggested full text: <i>Out of My Mind</i> Build friendship (241)	Understand characters and conflict (242)
Chapter 13 <b>Memoir</b> from <i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> by Ji-li Jang (720L) 5 pages	Using Details to Determine the Central Idea (246, 250)	Analyzing Varying Points of View in a Narrative (252)	Integrating Visuals and a Text (254)	Capitalization of Proper Nouns (257)	Response Journal (250) Write a summary—cause and effect (251) Write paragraphs—propaganda (256)	Identify visuals from a poster (256)	Poster of Protest (258) Roundtable Discussion (260)	Suggested full texts: <i>Red Scarf Girl</i> ; <i>Mao's Last Dancer: Young Reader's Edition</i> ; <i>Revolution Is Not a Dinner Party</i> ; <i>Little Green: Growing Up During the Chinese Cultural Revolution</i> ; <i>Snow Falling in Spring</i> (261)	Analyze points of view, integrate details from a memoir and a poster (262)
Chapter 14 <b>Article</b> "On to Victory in China" by Gloria W. Lannom (1060L) 2 pages	Identifying the Central Idea (267, 268)	Understanding Author's Purpose (270)	Comparing and Contrasting Presentation of Events (272)	Commas with Lists (275)	Response Journal (268) Write a summary (270) Write several paragraphs—contrast two texts (274)	Discuss each others' schedules (270) Discuss purpose of the text (272) Share comparisons (274)	Write a Protest Song (275)	Film suggestions: <i>To Live</i> ; <i>China: A Century of Revolution</i> Research	Find central ideas, understand author's purpose (278)
Chapter 15 <b>Nonfiction</b> Preamble to the U.S. Constitution from <i>The Words We Live By</i> by Linda R. Monk (1180L) 2 pages	Defining Key Terms (282, 284)	Identifying Claims (285)	Identifying and Explaining Supporting Evidence (287)	Dashes (289)	Response Journal (283) Write a paragraph—Central Claim (289)	Share definitions (285) Share central idea (287) Discuss the merit of claims in the article (289)	Timeline (290)	Research Explain a topic Research	Analyze an argumentative essay (292)
<b>End of Unit</b>	<p><b>Writing Process Assignment:</b> Writing a Literary Analysis—analyze a well-known speech (294–301)</p> <p><b>Practice Performance Task:</b> Synthesize multiple short excerpts from the unit to answer the Essential Question (302–306)</p>								

### UNIT 4 Essential Question Why should you protect Earth and its creatures?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 16 <b>Fiction</b> from <i>Flush</i> by Carl Hiaasen (840L) 5 pages	Summarizing Events (310, 314)	Making Inferences About Characters (316)	Understanding Point of View (319)	Idioms (322)	Response Journal (314) Write a summary (316) Write a paragraph—making inferences (318)	Discuss the order of events (316) Improvise a role-played conversation (322)	Biopoem (324) Change the Point of View (325)	Suggested full texts: <i>Flush; Hoot; Scat; Flight or Fight; The Missing Gator of Gumbo Limbo; The True Blue Scouts of Sugar Man Swamp</i> Research Tour a recycling facility	Analyze characters and make inferences (327)
Chapter 17 <b>Article</b> from “Saving Our Sea Turtles” by Elizabeth Preston (1060L) 6 pages	Determining Word Meanings (332, 337)	Analyzing the Development of the Central Idea (341)	Analyzing the Structure of a Text (343)	Colons (345)	Response Journal (337) Explain Definitions (340) Write an Analysis—Key Ideas (345) Finish sentences with lists (346)	Share explanations of words (341) Share ideas about text structure (345)	Pictorial Presentation Brochure	Research Film suggestions: <i>Over the Hedge; Free Willy; Disney Nature's Oceans; Fern Gully; The Last Rainforest</i> Research	Infer the meanings of words (349)
Chapter 18 <b>Poetry</b> “Song for the Turtles in the Gulf” by Linda Hogan 2 Pages	Summarizing Central Ideas (354, 356)	Analyzing Word Choice (358)	Comparing and Contrasting Texts (360)	Pronouns (361)	Response Journal (356) Write a Summary (358)	Share summaries of central ideas (358) Compare and contrast two texts (361)	Compare/Contrast Essay (363) Digital Presentation (364)	Research Film suggestion: <i>The Incredible Journey</i> Research Song suggestion: “Big Yellow Taxi” Share opinions about an article	Analyze a poem for central ideas and word choice (366)
Chapter 19 <b>Article</b> “Climate Change: The Long Reach” by Stephen Ornes (1040L) 2 pages	Defining Key Terms (371, 373)	Identifying Claims (374)	Integrating Information from a Text and a Graph (376)	Varying Sentence Patterns (378)	Response Journal (373)	Share definitions of key terms (context and dictionary) (374) Discuss opinions on author’s claims (376) Discuss answers to graph-based questions (378)	Roundtable Discussion (379) Bringing Awareness Project (381)	Research Viewpoints (382) Film suggestion: <i>An Inconvenient Truth</i>	Analyzing claims and supporting evidence (383)
Chapter 20 <b>Nonfiction</b> from <i>Silent Spring: A Fable for Tomorrow</i> by Rachel Carson (1040L)	Identifying a Theme (388, 391)	Analyzing Sensory Description (393)	Analyzing Author’s Craft (396)		Response Journal (391) Write a Paragraph—Explain the lesson (393) Write a Paragraph—Evaluate a fable (397)	Discuss your thoughts on theme (393) Share your analysis of sensory description (396) Share opinions about author’s craft (397)	Literary Analysis (399) Write a Fable (400)	Suggested full texts: <i>Silent Spring: “How Silent Spring Ignited the Environmental Movement”</i> (New York Times) Other Aesop fables (400)	Identify a theme, explore sensory details, analyze the purpose of a text (401)
<b>End of Unit</b>	Writing Process Assignment: Writing an Argument—Environmental Topic (403–412)								
	Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (413–419)								