

Orange Unified School District

ENGLISH 6

Year Course

GRADE LEVEL: 6**PREREQUISITES:** None**ESSENTIAL LEARNINGS: Students will**

- Use figurative language, multiple meaning words, and shades of meaning in related word to develop vocabulary in sequence to improve reading comprehension and writing.
- Write clear, coherent and focused essays and revise their writing to improve organization and consistency of ideas by using appropriate introductions, transitions, and conclusions.
- Connect and clarify main ideas and supporting evidence by using expository critique.
- Write and speak with appropriate simple, compound, and compound-complex sentences to express complete thoughts using correct grammar, punctuation, capitalization and spelling.

TEXT:*Literature: Timeless Voices, Timeless Themes* Copper Level ©2002 Prentice Hall

Accompanying ancillary materials, especially

- Writing and Grammar Book
- Selection Support: Skills Development Workbook

FIRST TRIMESTER**ASSESSMENT BLUEPRINT:**

Trimester	Standard	# of Questions
1	RW.1.2 Figurative language; multiple meanings	4
	RW.1.3 Foreign words	1
	RC.2.1 Structural features of popular media	3
	RC.2.3 Connect and clarify main ideas	5
	RC.2.4 Summaries	2
	RC.2.5 Multiple-step instructions	3
	RC.2.6 Adequacy/appropriateness; evidence for author conclusions	1
	RC.2.7 Make assertions about text	3
	RC.2.8 Unsupported inferences, fallacious reasoning, persuasion	3
	RL.3.7 Literary devices	2
	WC.1.1 Sentence structure	3
	WC.1.2 Verb tenses; subject/verb agreement	2
	WC.1.3 Punctuation: colon, semi-colon, comma	1
	WC.1.4 Capitalization	1
	WC.1.5 Spelling	1
WS.1.6 Revisions	2	

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS: WEEKS

I. Nonfiction

9-10

A. Expository/Narrative

1. Core Required Reading (sequence at teacher discretion)

- a. Lockness Monster (essay) – p. 406
- b. Exploring the Titanic (article) – p. 380
- c. A Backwoods Boy (biography) – p. 316
- d. Jackie Robinson: Justice at Last (historical account) – p. 325
- e. How the Internet Works (expository essay) – p. 576
- f. Turkeys (narrative essay) – p. 580
- g. Snorkeling Tips (book review) – p. 516

2. Optional Reading/Challenge

- a. Applications (applications) – p. 239
- b. Populations and Communities (science) – p. 592
- c. More Than a Pinch (comparison-and-contrast article) – p.748
- d. *from* The Pigman & Me (autobiography) – p. 182
- e. Any representative selection from adopted text

3. Writing

- a. Narrative
- b. Write a historical account of a person you have admired.
- c. Revising

B. Persuasive

1. Core Required Reading (sequence at teacher discretion)

- a. Letter to Scottie (letter) – p. 542
- b. Olympic Diary (journal) – p. 545
- c. The Shutout (historical essay) – p. 532

2. Optional Reading/Challenge

- a. Restoring the Circle (persuasive essay) – p. 572
- b. Can Oiled Seabirds Be Rescued? (magazine article) – p. 490
3. Any representative selection from adopted text

3. Writing

- a. Persuasive compositions
- b. Revising

For every selected reading:

- Use vocabulary words
- Use Skills workbook pages that align with selected reading

II. Grammar (integrated in selected readings)

ongoing

- A. Subject complements (WC.1.1)
- B. Kinds of Sentences (WC.1.1)
- C. Conjunctions (WC.1.3)
- D. Capitalization (WC.1.4)
- E. Spelling (WC.1.5)

SECOND TRIMESTER

ASSESSMENT BLUEPRINT:

Trimester	Standard	# of Questions
2	RW.1.2 Figurative language; multiple meanings	3
	RW.1.3 Foreign words	1
	RW.1.4 Word, sentence, paragraph clues to determine meaning	3
	RW.1.5 Shades of meaning	1
	RC.2.4 Summaries	1
	RC.2.7 Make assertions about text	1
	RL.3.1 Forms of fiction	3
	RL.3.2 Effect of character on plot	3
	RL.3.3 Influence of setting	3
	RL.3.6 Features of themes	2
	RL.3.7 Literary devices	3
	RL.3.8 Realistic plot; use of fact and fantasy	2
	WC.1.1 Sentence structure	2
	WC.1.2 Verb tenses; subject/verb agreement	2
	WC.1.3 Punctuation: colon, semi-colon, comma	1
	WS.1.2 Supporting details; summary	2
	WS.1.3 Organizational patterns	1
	WS.1.6 Revisions	1

III. Fiction

9-10

A. Plot, Speaker, Theme

1. Core Required Reading (sequence at teacher discretion)
 - a. Becky and the Wheels-and-Brake Boys (plot) – p. 448
 - b. The King of Mazy May (short story) – p. 50
 - c. The Circuit (short story) – p. 66
 - d. Hard as Nails (nonfiction...comparing) – p. 72
 - e. Overdoing It (character) – p. 460
 - f. Eleven (character) – p. 465
 - g. The All-American Slurp (theme) – p. 496
 - h. The Stone (theme) – p. 505
2. Optional – Any representative selection from adopted text
3. Writing
 - a. Expository Compositions
 - b. Revising

For every selected reading:

- Use vocabulary words
- Use Skills workbook pages that align with selected reading

B. Setting, Conflict, Resolution, Characters' Motives/Qualities

1. Core Required Reading (sequence at teacher discretion)
 - a. Stray (short story–plot) – p. 18
 - b. The Sound of Summer Running (character) – p. 4 OR Aaron's Gift – p. 112 (plot)
 - c. Zlatch the Goat (short story–setting, conflict) – p. 126
 - d. Mowgli's Brothers (short story–character) – p. 210
 - e. Breaker's Bridge (short story–character) – p. 392
 - f. The Lawyer and the Ghost (short story–setting) – p. 478
 - g. The Wounded Wolf (short story–setting) – p. 482
2. Optional – Any representative selection from adopted text

3. Writing
 - a. Persuasive Compositions
 - b. Revising

IV. Grammar

- A. Independent clauses; subordinate clauses; compound sentences (WC.1.1)
- B. Pronouns and antecedents; verb phrases; principle parts of verbs (WC.1.2)
- C. Punctuation (WC.1.3)
- D. Spelling – their/they’re/there (WC.1.5)

THIRD TRIMESTER

ASSESSMENT BLUEPRINT:

Trimester	Standard	# of Questions
3	RW.1.2 Figurative language; multiple meanings	2
	RW.1.3 Foreign words	1
	RC.2.2 Compare and contrast organization	1
	RC.2.3 Connect and clarify main ideas	1
	RC.2.4 Summaries	2
	RC.2.6 Adequacy/appropriateness; evidence for author conclusions	2
	RC.2.7 Make assertions about text	3
	RC.2.8 Unsupported inferences, fallacious reasoning, persuasion	1
	RL.3.1 Forms of fiction	1
	RL.3.2 Effect of character on plot	3
	RL.3.3 Influence of setting	2
	RL.3.4 Tone/meaning in poetry	4
	RL.3.5 First- and Third-Person	1
	RL.3.6 Features of themes	2
	RL.3.7 Literary devices	3
	WC.1.1 Sentence structure	2
	WC.1.2 Verb tenses; subject/verb agreement	2
	WC.1.3 Punctuation: colon, semi-colon, comma	2
	WC.1.4 Capitalization	1
	WC.1.5 Spelling	2
WS.1.1 Author’s purpose	1	
WS.1.3 Organizational patterns	1	

V. Poetry

4

A. Lyric, Sound Devices, Narrative

1. Core Required Reading (sequence at teacher discretion)
 - a. Door Number Four (Lyric-verb tenses) – p. 140
 - b. Wind and water and stone (Lyric) – p. 726
 - c. February Twilight (Lyric) – p. 727
 - d. The Fairies’ Lullaby (Sound Devices-commas, semi-colons) – p. 728
 - e. Cynthia in the Snow (Sound Devices) – p. 729
 - f. Parade (Sound Devices) – p. 730
 - g. Wilbur Wright and Orville Wright (Narrative-adjectives vs. adverbs) – p. 248
 - h. The Geese (Lyric) – p. 706
 - i. Jimmy Jet and His TV Set (Narrative) – p. 707

- j. The Walrus and the Carpenter (Narrative-adjectives vs. adverbs) – p. 708
2. Optional Reading/Challenge
- A Dream Within a Dream (Figurative Language) – p. 366
 - The Spring and the Fall (Lyric) – p. 368
 - Ankylosaurus (Sound Devices) – p. 370
 - Any representative selection from adopted text
3. Writing
- Organizational patterns
 - Response to Literature
 - Write an essay in which you respond to one of the poems you read.
 - Revising
- B. Poetry (Sensory Language, Figurative Language)
- Core Required Reading (sequence at teacher discretion)
 - Abuelito Who (Sensory Language) – p. 300
 - Sidewalk Racer (Other Forms) – p. 718
 - Haiku (Other Forms) – p. 720
 - Limerick (Other Forms) – p.720
 - Simile: Willow and Ginkgo (Figurative Language) – p. 740
 - Fame Is a Bee (Figurative Language) – p. 741
 - April Rain Song (Figurative Language) – p. 742
 - Writing
 - Expository
 - Choose an important person in your life; create a portrait in words that captures his/her special qualities.
- VI. Grammar (integrated in selected readings) ongoing
- Types of sentences (WC.1.1)
 - Verb phrases; principle parts of verbs (WC.1.2)
 - Colons, semi-colons, commas (WC.1.3)
 - Spelling (WC.1.5)
- VII. Oral Tradition 4
- A. Core Required Reading (sequence at teacher discretion)
- Why the Tortoise’s Shell Is Not Smooth (Folk Tale) – p. 411
 - Arachne (Myth) – p. 784
 - The Lion and the Bulls (Fable) – p. 284
 - Why the Monkeys Live in Trees (Folk Tale) – p. 780
 - The Three Wishes (Folk Tale) – p. 789
 - The Tiger Who Would Be King (Fable) – p. 282
 - He Lion, Bruh Bear, and Bruh Rabbit (Folk Tale) – p. 765
 - Señor Coyote and the Tricked Trickster (Folk Tale) – p. 770
 - The Ant and the Dove (Folk Tale) – p. 411
- B. Writing
- Organizational patterns
 - Write a fable of your own that teaches the same lesson as the lesson in The Lion and the Bulls

For every selected reading:

- Use vocabulary words
- Use Skills workbook pages that align with selected reading

IX. Drama 4

- A. Core Required Reading
 - 1. The Phantom Tollbooth, Act I – p. 614
 - 2. The Phantom Tollbooth, Act II – p. 637
- B. Optional—Grandpa and the Statue – p. 666
- C. Writing
 - 1. Response to Literature
 - 2. Write a review of The Phantom Tollbooth

X. Grammar (integrated in selected readings) ongoing

- A. Compound-complex sentences (WC.1.1)
- B. Indefinite pronouns; Subject-verb agreement; pronoun-antecedent agreement (WC.1.2)
- C. Colons, semi-colons, commas (WC.1.3)
- D. Spelling (WC.1.5)

DATE OF LAST CONTENT REVISION: September 2005

DATE OF CURRENT CONTENT REVISION: September 2010

DATE OF BOARD APPROVAL: January 6, 2006

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	13	17%
1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression	NA*	
1.2 Vocabulary and Concept Development: identify and interpret figurative language and words with multiple meanings	5	
1.3 Vocabulary and Concept Development: recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	2	
1.4 Vocabulary and Concept Development: monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	3	
1.5 Vocabulary and Concept Development: understand and explain “shades of meaning” in related words (e.g., softly and quietly)	3	

* Not assessable in multiple-choice format © California Department of Education

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.</p>	17	23%
<p>2.1 Structural Features of Informational Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information</p>	2	
<p>2.2 Structural Features of Informational Materials: analyze text that uses the compare-and-contrast organizational pattern</p>	1	
<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: connect and clarify main ideas by identifying their relationships to other sources and related topics</p>	4	
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports</p>	1	
<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership)</p>	2	
<p>2.6 Expository Critique: determine the adequacy and appropriateness of the evidence for an author's conclusions</p>	2	
<p>2.7 Expository Critique: make reasonable assertions about a text through accurate, supporting citations</p>	2	
<p>2.8 Expository Critique: note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text</p>	3	
<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>	12	16%
<p>3.1 Structural Features of Literature: identify the forms of fiction and describe the major characteristics of each form</p>	1	

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict	2	
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the influence of setting on the problem and its resolution	1	
3.4 Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	3	
3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography)	1	
3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze features of themes conveyed through characters, actions, and images	1	
3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts	2	
3.8 Literary Criticism: critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction)	1	
CALIFORNIA CONTENT STANDARDS: WRITING	# of Items	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	16	21%
1.1 Sentence Structure: use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	4	
1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	3	
1.3 Punctuation: use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	3	
1.4 Capitalization: use correct capitalization	2	
1.5 Spelling: spell frequently misspelled words correctly (e.g., their, they're, there)	4	
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	17	23%

CALIFORNIA CONTENT STANDARDS: WRITING	# of Items	%
1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose	2	
1.2 Organization and Focus: create multiple-paragraph expository compositions		
1) engage the interest of the reader and state a clear purpose	NA*	
2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader	3	
3) conclude with a detailed summary linked to the purpose of composition	2	
1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order	1	
1.4 Research and Technology: use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information	2	
1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)	NA*	
1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs	7	
TOTALS	75	100%

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