



Laying the Foundation: A Pre-AP Initiative
Grade Six Curriculum Guide

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Grade 6 PreAP English Curriculum
Reserved Texts
2005–2006

Novels

Where the Red Fern Grows by Wilson Rawls

Dandelion Wine by Ray Bradbury

A Summer Life by Gary Soto

The Hobbit by J.R.R. Tolkien

Tales from Shakespeare by Charles and Mary Lamb

Short Stories

“Eleven” by Sandra Cisneros

Poetry

“Ode to la Tortilla” by Gary Soto

“Ode to a Sprinkler” by Gary Soto

Non-Fiction

“Ain’t I a Woman” by Sojourner Truth

“Give Me Liberty or Give Me Death” by Patrick Henry

Stories on Tape

taped stories about *“Lake Wobegon”* by Garrison Keillor

Film

A Christmas Story

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1st Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
<p>Close Reading Annotation Imagery Details</p>	<p>Annotation p. 80 Foundation Lesson for Middle School 1-2 days</p>	<p><i>Laying the Foundation (LTF)</i> suggests using a chapter, story, or act in a play for this lesson. Suggested texts include the class novel (suggested novel is <i>Where the Red Fern Grows</i>; alternates could include <i>Because of Winn Dixie</i>, <i>The Tiger Rising</i>, or another age-appropriate novel rich in imagery)</p> <p>Students could also complete this lesson with book club novels, free reading novels, or a story like <i>Names/ Nombres</i> from the <i>Prentice Hall Literature (PHL)</i> book.</p>	<p>The lesson suggests students pair up and work on 8 different annotation techniques. It might be wise for the teacher to pick one or two annotation techniques to begin with, and add more as the six weeks progresses. Additionally, modeling annotation on the overhead with a piece of text would be a good way to show the students how it's done.</p>	<p>A class discussion of what students found during their annotation would serve as an appropriate assessment. Then the teacher, based on how the students did, could determine what to work on with annotation next.</p>	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Audience Author's Purpose Literary Elements Grammar Sentence Structure Complex Compound Compound-complex Simple Parallelism Repetition	Author's Purpose p. 148 Foundation Lesson 1-2 days	<i>LTF</i> suggests using any rich, complex layered text that is grade appropriate. Suggestions might include articles from the newspaper or news magazines.	Before giving students the student pages (pp.149-150), the teacher needs to engage the class in some actual instruction of how to look for emotionally charged words, inferences, and some of the techniques that are included. A possibility would be for the class to work through similar questions together using a piece of shared reading. Teacher needs to focus students on how to cite evidence from the passage for support.	After working through this together as a shared reading experience, the teacher can then use the student pages as a form of assessment after they work through it on their own or with partners using a new text.	
Close Reading Audience Author's Purpose Emotional, Logical, and Ethical Appeals Composition Expository Persuasive	Persuasive Appeals p. 152 Foundation Lesson 1 day	Students can use a passage from the class novel. Other suggestions include the picture books <i>Earrings</i> , <i>William's Doll</i> , or <i>Hey, Little Ant</i> . Students could use visual text such as video clip of a closing argument in a movie (suggestions might include <i>A Civil Action</i> or <i>To Kill a Mockingbird</i>). Another option would be to find an article about a current court case.	Before turning kids loose to work on the student page, it would be a good idea to work through the analysis of persuasive appeals together as a shared class activity.	The student page on p. 153 could be used as an assessment when students complete it on their own with a piece of text they are given or that they self-select.	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Detail Imagery Mood Tone	Sensory Appeals p. 104 Foundation Lesson 1-2 days	<i>LTF</i> suggests choosing a passage rich in sensory detail for this activity. Some suggestions include: “ <i>The Kitten at Play</i> ,” “ <i>Child on Top of a Greenhouse</i> ,” “ <i>The Shark</i> ,” and “ <i>Two Riddles</i> .” All of these are poems in <i>PHL</i> pp. 756-759.	Work through a sample together as a class before having students complete the student page on their own.	An alternative assessment could be having students go back into a piece of their own writing, find a place that needs some sensory detail or imagery, create a chart similar to the student page, and brainstorm sensory details they could add to improve their writing.	
Close Reading Annotation Imagery	This lesson is suggested in the foundation syllabus, p. 497, but is not a complete lesson in the guide. Students are to continue reading <i>Where the Red Fern Grows</i> (or the class novel) and highlight images throughout their reading.	Suggested novel is <i>Where the Red Fern Grows</i> . Alternate texts are suggested above.	Students could also do this in a dialectical journal if they don’t have their own copies of the novel, or they could use sticky notes and post them on a separate sheet of paper.	At the end of the week, facilitate a class discussion where students share images they highlighted in the novel. Include in this discussion some talk about how these images aided them in understanding the story.	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Detail Imagery	Continue to read and discuss <i>Where the Red Fern Grows</i> or other selected novel. Continue to highlight images	<i>Where the Red Fern Grows</i> LTF or other selected novel	Refer back to Annotation Foundation Lesson p. 80		
Close Reading Inference Character Imagery Theme Composition Prewriting	The Three Levels of Reading pp. 84-89 Foundation Lesson At the end of a study of work. 3-4 days	<i>Mi Familia</i> p. TX24 PHL <i>Grandpa and the Statue</i> PHL p. 676 <i>The King of Mazy May</i> PHL p. 60	This lesson works best in the middle of or at the end of a study of work.	Students will do a project that demonstrates their understanding and use of the Three Levels of Reading. The instructions and rubric for grading the project can be found on pp. 86-88.	
Close Reading Inference Characterization	Discussion of <i>Where the Red Fern Grows</i> or other novel using the three levels of reading	<i>Where the Red Fern Grows</i> LTF or other novel	Refer back to Three Levels of Reading Foundation Lesson on pp. 84-89.		

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Inference Detail Imagery Mood Theme Tone Point of View</p> <p>Composition Use of Commentary Use of Evidence</p>	<p>Uncovering Layers of Meaning pp. 94-101 Foundation Lesson 4 class periods</p>	<p><i>The Witch</i> LTF <i>Circle of Life</i> PHL p. 719 <i>The Geese</i> PHL p. 718</p>	<p>A sample analysis is included using <i>The Witch</i>. Teachers may wish to review this sample with their students before trying the activity with alternate texts.</p> <p>Students will need to have prior knowledge of imagery, mood, tone, theme, and point of view.</p>	<p>Student Chart for the Analysis of Imagery p. 98 Student Commentary Form on Imagery p. 99 Student Commentary on Detail, Point of View, Tone, and Theme. pp. 100-101</p>	
<p>Close Reading Inference Detail Imagery Tone Metaphor Personification Simile</p>	<p>Peeling Back the Layers of Prose pp. 160-169 Grade Specific Lesson 2 class periods</p>	<p><i>Where the Red Fern Grows</i> LTF or other selected novel</p>	<p>Though this activity is specifically designed for a passage from <i>Where the Red Fern Grows</i>, it can be done with any richly-layered passage from a book students are reading.</p>		

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Imagery Composition Use of Commentary	Continue reading <i>Where The Red Fern Grows</i> outside of class (dialectical journal assignments nightly; continue to highlight images)	Use selected novel from Weeks 1 and 2.	Lessons can easily be used with a selected text.		
Close Reading Main Idea Inference Character Symbolism Composition Descriptive Expository Analytical	Dialectical Journals (Composition) pp. 322-325 Foundation Lesson	Suggested alternative texts from <i>PHL</i> : “Mi Familia” pp. 24-26; “Arachne” p. 822; “Zlateh the Goat” pp. 146-151; “Eleven” pp. 488-491		Dialectical Journals	
Close Reading Main Idea Inference Prediction Composition Incorporation of Quotes Use of Evidence Use of Commentary	Journal: The Power of Love (Composition) pp. 430-431 Sixth Grade Lesson	For the Journal Foundation Lesson, an alternative would be any novel, short story, narrative poem, or drama that deals with love. <i>PHL</i> suggestions: “You’ve Got a Friend” p. 171; “Lob’s Girl” p. 292		Journal Entry “The Power of Love”	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Prewriting Description Detail Diction	Storytelling Assignment: Write notes about an animal that changed your life or the life of someone you know. Tell your story to the class, using as much detail and imagery as you can. Then write your story down carefully, trying to “create a world” for your reader, using words that describe things clearly and sense impressions that bring your story to life. Use the writing in <i>Where the Red Fern Grows</i> as a model.	Storytelling alternate: relate to novel you selected		Storytelling	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Theme	Finish <i>LTF</i> recommended text: <i>Where the Red Fern Grows</i> or other novel students have been reading		You may want to do book club style discussion and written reflections with the novel the students have completed.		
Composition Writing Introductions and Conclusions	Introductions and Conclusions, pp. 344-349 Foundation Lesson approx. 2-3 days	<i>LTF</i> recommended texts: *encyclopedia and a children’s book on the same topic (list of examples on pp. 344-345) or <i>PHL</i> : “Exploring the Titanic” p. 398; “Lou Gehrig: The Iron Horse” p. 283; “A Backwoods Boy” p. 344; “Jackie Robinson: Justice at Last” p. 352	You may want to give each student a copy of “Introductions and Conclusions” on p. 349 as they are analyzing other writing and then creating their own leads and conclusions. This is a good lesson to include in Writer’s Workshop.		
Composition Developing a Thesis Statement	Creating Effective Thesis Statements, pp. 326-331 Foundation Lesson approx. 3 days	<i>LTF</i> recommended text: <i>Where the Red Fern Grows</i> or other novel	The students can develop this thesis statement into a piece of writing during Writer’s Workshop	Alternate assessment: Give students a rubric to follow that include the traits of an essay, including a thesis and topic sentences.	
Composition Persuasive Writing Topic Sentences	Creating Effective Topic Sentences (this lesson could range from 2-5 days, depending on how many activities you choose to do)	<i>LTF</i> recommended text: “Smithsonian” or “Reader’s Digest” article	Students could take their thesis statement they wrote from earlier sentence and use it to develop topic sentences and a complete essay. Again, this can be included during Writer’s Workshop.	Alternate assessment: Give students a rubric to follow that include the traits of an essay, including a thesis and topic sentences.	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Brainstorming Prewriting Drafting Revising Polishing Structural Elements Style Voice	Writing a Multi-Paragraph Essay, <i>LTF</i> p. 440 Grade Six Lesson 1 week	The lesson suggests using the film <i>Gandhi</i> before beginning the actual lesson. Alternate film suggestions are <i>Amadeus</i> or <i>Lawrence of Arabia</i> .	The lesson uses quotes specific to Gandhi. If using one of the alternate films, use striking quotes from the main character (Amadeus or Lawrence of Arabia). The lesson is written in a way that suggests you teach different stages of the writing process on different days, but the teaching does not have to be that rigidly structured.	Create a rubric with the students that includes each of the steps taught during the lesson. Each student is responsible for each of the steps.	
Grammar Punctuation of Quotes Composition Persuasion Expository Writing Documentation Incorporation of Quotes Use of Commentary Evidence	Using Quotations Effectively p. 338 Foundation Lesson 2 days	No alternate texts needed as examples are provided and students are instructed to use texts they are currently reading.	There are three different student exercises/practices included. It would be possible to have students select which practice they want to try. You could save the other practices for later or for assessment options.	Create rubric where the five different sections (assertion, introduction, quotation, documentation, and commentary) are each worth 20%.	
Composition Writing Process Structural Elements Documentation	Essay Prompt (not a specific lesson, but included in the syllabus on p. 497)	Use either <i>Where the Red Fern Grows</i> or the novel the class is reading together. Students may use the novel and the images they have highlighted.	The teacher will need to determine exactly what the essay prompt needs to be depending on the book. It should have something to do with imagery and the destructive force of nature. This could be done as a timed writing.	Create a rubric; share it with the students before they begin the essay. The rubric should include all the important lessons covered in this six weeks up to now.	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Composition Written analysis of a story, revision	Writing Workshop p. 354 Revision p. 374 <i>Night</i> excerpt p. 265 Foundation Lesson 2-3 days	“Life Doesn’t Frighten Me” p. 308 “Justice at Last” p. 352 in <i>Timeless Voices, Timeless Themes</i>			
Composition Peer and parent evaluation using a rubric	<i>LTF</i> p. 476 Foundation Lesson 1 day				
Composition Timed Writing	Week 6 <i>LTF</i> p. 498 Grade Six Lesson 1-2 days	Any novel that lends itself to your students making a personal connection			

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Poetry Diction Imagery Theme Tone Figures of Speech Sound Devices	Interpreting Poetry for Middle School p. 138 Foundation Lesson semester	Any poetry that can be gathered, ex: Shel Silverstein, Langston Hughes, <i>Reflections of a Watermelon Pickle</i> , 6 th Grade Literature Book, etc.		Require some poetry writing using particular elements <i>Laying the Foundation (LTF)</i> p. 139 Have students copy the style of a poet whose works they have studied in depth <i>LTF</i> p. 139	
Close Reading Mood Tone Alliteration Assonance Consonance Meter Onomatopoeia Rhyme Rhythm	Sound Devices pp. 106-111 Foundation Lesson 2 days	Selected lines of poetry from Elizabeth Coatsworth; Alfred, Lord Tennyson; George Gordon, Lord Byron; Hilaire Belloc; William Shakespeare; John Milton; and Emily Dickinson <i>LTF</i>	Some excerpts are included in the lesson pages.	Require students to write a poem demonstrating use of the sound devices <i>LTF</i> p. 111 Have students write an analysis of a poem with sound devices (alternative)	
Close Reading Metaphor Simile Personification Verse Inference Main Idea	Peeling Back the Layers—“ <i>The Witch</i> ” pp. 174-181 Grade Specific Lesson 4 days	“ <i>The Witch</i> ” by Jack Prelutsky <i>LTF</i>	Copies of the poem are included in <i>LTF</i> pp. 179-180	Have students do the same activity with another poem (alternative assessment)	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Prewriting Drafting Revision Editing, using Figures of Speech Close Reading Detail Imagery Theme Tone	Writing from Models— <i>“The Witch”</i> pp. 432-438 Grade Specific Lesson 2 days	<i>“The Witch”</i> by Jack Prelutsky <i>LTF</i>	A rubric for assessing student poetry is included.	Student analysis of poetic devices. (Alternative Assessment) Write a poem modeled after <i>“The Witch” LTF</i> p. 437 Read peers’ poems and describe how the student used language to achieve a certain tone and meaning. <i>LTF</i> p. 438	
Close Reading Main Idea Inference Imagery Symbolism Theme Tone, Diction	Understanding Literary Devices and Techniques pp. 190-193 Grade Specific Lesson 2 days	<i>“My Heart Leaps Up When I Behold”</i> by William Wordsworth <i>LTF</i>	This poem is included in the student handout pages	Students create a poem of their own using some of these literary devices. <i>LTF</i> pp. 428-429	
Close Reading Imagery, Tone, Symbolism, Main Idea, Inference Composition Use of Figures of Speech Use of Literary Elements	Using Imagery to Create Tone pp. 428-429 Grade Specific Lesson 1 day	<i>“My Heart Leaps Up When I Behold”</i> by William Wordsworth <i>LTF</i>	This poem is included in the student handout.	Students write their own poem about nature using the literary devices and techniques that Wordsworth used to write his poem. <i>LTF</i> p. 429	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Present “Object/Memory/Feeling” poems in class 1 class period				
Close Reading Annotation	Review annotation strategies	<p>Any short fiction: <i>Aaron’s Gift</i> Prentice Hall Literature (PHL) p. 116 <i>Zlateh the Goat</i> PHL p. 146</p> <p>Any nonfiction: <i>Water</i> PHL p. 122 <i>Old Ben</i> PHL p. 164</p>			
Close Reading Figurative Language Sound Devices Symbolism Allusion Irony	Discuss figurative language, sound devices, symbolism, allusion, and irony using original examples of each.	<p>Picture books: <i>Riding the Tiger</i> by Eve Bunting; <i>Terrible Things</i> by Eve Bunting; <i>Someday a Tree</i> by Eve Bunting; <i>Old Henry</i> by Stephen Gammell; <i>The Spyglass</i> by Richard Paul Evans; <i>The Other Side</i> by Jacqueline Woodson</p>			

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Figurative Language Sound Devices Symbolism Allusion Irony	Begin reading and highlighting <i>Dandelion Wine</i> or other selected novel. Students should highlight this novel for literary devices, including figurative language, sound devices, symbols, allusions, and irony. They should circle unfamiliar words and ask about them in class.	<i>Dandelion Wine</i> LTF or other selected novel			
Close Reading Diction Connotation Denotation Idiom Vocabulary	The Best Word for the Job pp. 76-78 Foundation Lesson 1 class period		Students will need access to dictionaries.	Have students choose a word from the dictionary that has at least four different meanings. They will write a paragraph in which they use the word four times, each time with a different meaning. LTF p. 78 Or have students write a comical poem about a person from another country who encounters American idioms. LTF p. 78	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Devices including Figurative Language, Sound Devices, Symbols, Allusions, and Irony	Continue reading and highlighting <i>Dandelion Wine</i> or other selected novel. Check highlighting at the end of each week. Time: throughout the week	<i>Dandelion Wine</i> LTF or other selected novel			
Close Reading Could include Questioning, Summarizing, Inference, Writing Analysis, Read Closely for Details	Review and practice techniques for dialectical journals 1 day	Any short piece of text such as <i>The Fun They Had</i> PHL p. 382	Review the Foundation Lesson on pp. 320-325 This could also be a place where students can practice other strategies such as making connections, visualizing, etc.	There are some assessment suggestions in the pink boxes on pp. 322-325	
Close Reading Could include Questioning, Summarizing, Inference, Writing Analysis, Read Closely for Details	Dialectical journal on <i>Dandelion Wine</i> or other selected novel: Students will write in their journals three times per week, choosing from that week's reading a quotation that contains a literary device or an	<i>Dandelion Wine</i> LTF or other selected novel	Review the Foundation Lesson on pp. 320-325 This could also be a place where students can practice other strategies such as making connections, visualizing, etc.	There are some assessment suggestions in the pink boxes on pp. 322-325	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<i>(continued)</i>	example of figurative language (such as symbolism, allusion, metaphor or simile, sound devices, irony, or any element that promotes, provides, or enhances the meaning of the work. Time: throughout the week				
Close Reading Group Discussion	Small group discussion of reading, using journal entries to provide topics. 1-2 class periods throughout the week		For ideas on how to lead students in group discussions, if students have no experience with this, refer to Taffy Rafael's <i>Book Club: A Literature-Based Curriculum</i> pp. 67-69		
Close Reading Inference Prediction Imagery Mood Tone	Maybe You CAN Judge a Book by Its Cover! pp. 90-91 Foundation Lesson 1-2 class periods	<i>Harry Potter</i> by J.K. Rowling; <i>Whispers from the Dead</i> by Joan Lowry Nixon; <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor Picture books such as <i>Smoky Nights</i> by Eve Bunting; <i>Going Home</i> by Eve Bunting; <i>The Three Questions</i> by Jon J. Muth		After students finish a book, have them design a new book cover illustration with an explanation as to why they chose that particular illustration (alternate)	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Making Connections Reading for Details	Continue working through <i>Dandelion Wine</i> or other selected novel, highlighting, annotating, journaling, and discussing the novel using The Three Levels of Reading. Time: throughout the week	<i>Dandelion Wine LTF</i> or other selected novel	Refer to <i>LTF</i> lesson, The Three Levels of Reading, on pp. 84-85.		
Close Reading Literary Analysis	Project: The ABC Book of Literary Analysis	<i>Dandelion Wine LTF</i> or other selected novel		Find a term, device, or strategy pertaining to literary analysis for each letter of the alphabet, appropriately illustrating the page for each letter with both textual and visual illustrations. This assignment can be done with a partner.	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Composition	Conclude <i>Dandelion Wine</i> or other selected novel. Time: throughout the week	<i>Dandelion Wine LTF</i> or other selected novel		From the words and phrases the students have highlighted, they should construct a “found poem”—in other words, a poem that they craft by using both author’s words and their own.	
Composition Writing Thesis Statements Reviewing Introductions/ Conclusions Using Quotations	Review lessons on thesis statements <i>LTF</i> p. 326; introductions and conclusions <i>LTF</i> p. 344; and using quotations <i>LTF</i> p. 338 1 class period				
Close Reading Theme	Discuss theme in the novel	<i>Dandelion Wine LTF</i> or other selected novel			
Composition Writing Thesis Statements Reviewing Introductions/ Conclusions Using Quotations	Give students an opportunity to write thesis statements and gather quotations and evidence from the text before the timed writing assignment. Let them use their notes during timed writing. 1 class period	<i>Dandelion Wine LTF</i> or other selected novel			

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Prewriting Drafting Introductions Body Conclusions	Tips for Timed Writing pp. 370-372 1 class period		This is a resource that students can use every time they have a timed writing assignment. This lesson can be talked through at first, then used as resource by students later. See pp. 310-318 for sample prompts and passages to use.		
Close Reading Detail Imagery Characterization Symbolism	The Post-Mortem of a Protagonist pp. 92-93 1 class period	<i>Overdoing It PHL</i> p. 483 <i>Eleven PHL</i> p. 488 Picture books: <i>Riding the Tiger</i> by Eve Bunting; <i>The Three Questions</i> by Jon J. Muth; <i>The Other Side</i> by Jacqueline Woodson	This lesson requires a previously read and annotated text.	There is an assignment described on p. 93. Students will receive points for fulfilling the requirements and for using the most appropriate textual quotations/passages LTF p. 93	

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Prewriting Drafting Introductions Body Conclusions	Timed in-class writing assignment analyzing a favorite short passage from <i>Dandelion Wine</i> or other selected novel during which the students examine the author's use of literary devices and figurative language in the passage, showing how these elements contribute to the effect and meaning of the piece. 2 class periods with a night in between for reflection				

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Inference Character Imagery Setting Antithesis Symbolism Grammar Punctuation Pronoun/ Antecedent Agreement Composition Prewriting Drafting Revision Editing	Origami House Project pp. 404-415 Time: throughout the week	Picture books: <i>Train to Somewhere</i> by Eve Bunting; <i>Going Home</i> by Eve Bunting; <i>A House is Not a Home</i> by Anne Liersch Any songs or poetry about home Songs: <i>“Our House”</i> by Crosby, Stills, and Nash; <i>“Back Home Again”</i> by John Denver; <i>“Take Me Home, Country Roads”</i> by John Denver; <i>“Home Again”</i> by Carole King; <i>“Step into This House”</i> by Lyle Lovett; <i>“Homeward Bound”</i> by Simon and Garfunkel Stories like those in <i>House On Mango Street</i> Poems like those in the anthology <i>Home</i> by Michael Rosen	This is a longer lesson/project that may take a few days/class periods.	The rubrics are within the pages of the lessons	

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2nd Six Weeks

Week 6 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Pronoun/ Antecedent Agreement Close Reading Inference Summary Imagery Tone Theme Metaphor/Simile Personification	Analyzing Poetry using poems from <i>Neighborhood Odes</i> pp. 194-199 1 class period	<i>“Ode to La Tortilla”</i> by Gary Soto LTF <i>“Ode to the Sprinkler”</i> by Gary Soto LTF	Both poems are included in the book. You might want to work through the first poem with the students, then have them complete the second poem with a partner or individually.	Assessment questions included in the book LTF Have students write a similar poem about their own neighborhood (alternate) Have students analyze Soto’s use of figurative language in his poetry	
Close Reading Prediction Inference Character Detail Point of View	Character Analysis pp. 188-189 1 class period	<i>Eleven</i> LTF <i>Dragon, Dragon</i> PHL p. 461 <i>Becky and the Wheels-and-Brake Boys</i> PHL p. 473	This same lesson can be used with many different selections	An assessment is included on p. 189.	
Close Reading Prediction Inference Character Detail Point of View	Write an analysis of one of the <i>Dandelion Wine</i> or other selected novel’s characters 1 class or homework	<i>Dandelion Wine</i> or other selected novel	Refer to the character analysis lesson on pp. 188-189		
Composition	Write a poem about a personal experience modeled after <i>“Ode to La Tortilla”</i> or <i>“Ode to Sprinkler”</i> 1 class or homework		Refer to the lesson on pp. 194-199		

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Determining Author's Purpose Generalization Inference Paraphrase Prediction Seminar/ Discussion Summary	Students will choose three of the stories in the Lamb book and will summarize each of the stories [not a specific lesson in <i>Laying the Foundation (LTF)</i> book, but described on p. 503]. 1 day	<i>LTF</i> suggests you use the book <i>Tales from Shakespeare</i> by Charles and Mary Lamb. Alternates might include <i>Myths and Legends from Ancient Greece and Around the World</i> [one of the <i>Prentice Hall Literature (PHL)</i> ancillary books]. The material must be a collection of short stories and/or plays, and the lessons would work best with classics. Another suggestion might be to use a collection of fairy tales (such as different versions of the Cinderella tale).	The best suggestion would be to use the suggested text in the <i>LTF</i> guide as it will give students exposure to tales of Shakespeare and to Shakespearian language. For time's sake, teacher may wish to select only two stories.	Completed summaries	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Character Antagonist/ Protagonist Flat/Round Motivation Plot Conflict Flashback Foreshadowing Suspense Point of View Person Perspective Setting Theme	After a discussion of the Freytag Pyramid (exposition, inciting incident, rising action, turning point, climax, falling action, and conclusion/denouement), students will make a Freytag chart for each of the three stories they read. <i>LTF</i> p. 503 2-3 days		Students will write a paragraph for each, justifying their selection of the incident they identify as the turning point or climax. After reviewing the types of conflict that might occur in a work of fiction, the students will write a short essay under timed conditions—an essay analyzing what kind or kinds of conflict occur in one of the Shakespeare stories and how that conflict is resolved.	Freytag charts Paragraphs Essays	
Close Reading Drama Argumentation Dialogue Ethics of Research Teacher- provided Sources Use of Print Use of Internet	During the latter part of the week, students will pair up and choose a dialogue between two characters in one of the plays. They should practice the dialogue and then present it dramatically in front of the class. <i>LTF</i> p. 503 1 day			Presentations	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Conflict Theme	Students will choose, read, and discuss in small groups three more stories from Shakespeare. The focus of the discussion should be conflict and its relationship with the theme in the stories. <i>LTF</i> p. 503 2 days	<i>LTF</i> suggestion, <i>Tales From Shakespeare</i> by Charles and Mary Lamb. See Week 1 for alternate suggestions.	This discussion might take the form of a book club discussion if the teacher has that training. Teacher may choose to use only two stories for a time saver.	Discussions, teacher observation	
Composition Narrative Drafting Editing	Students will write an original speech in which they describe an incident or experience that taught them a memorable lesson and that illustrates one or more of the different kinds of conflict normally found in literature. <i>LTF</i> p. 503 1 day			Completed speech	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Ethics of Research Teacher-provided Sources Use of Print Sources Use of the Internet Setting	Students will research one of the settings of Shakespeare's plays (Verona, Athens, etc.) and will make a poster illustrating the setting.		May elect to have students work in groups.	Completed posters	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Character Plot Conflict Theme Setting Irony	Students should choose, read, and discuss in small groups three more stories from Shakespeare. The focus of the discussions should be characterization, plot, structure, conflict, theme, settings, and irony as it appears in one or more of the plays they have read. <i>LTF</i> p. 503 2 days	<i>LTF</i> suggested text is <i>Tales from Shakespeare</i> by Charles and Mary Lamb. For alternatives, please see Week 1.	This discussion could take the form of a book club discussion with students taking notes in a reading journal prior to the discussion. Teacher may elect to use only two stories rather than three to save time. If using alternate texts, students would research the settings of those stories.	Discussions, teacher observation	
Close Reading Irony Situational Verbal	Irony Scavenger Hunt <i>LTF</i> p. 128 Foundation Lesson for Middle School 1 day		Could present the irony through a Power Point presentation.	Examples of irony found in the stories.	

(continued)

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Flashback Foreshadowing Irony Composition Prewriting Drafting	Students will write a short story using the techniques of flashback and foreshadowing. The plot of the story should involve irony of one kind or another. <i>LTF</i> p. 503 1 day		Could use flash fiction stories as a model for students. May also elect to do this in small groups.	Drafts of short stories	
Composition Revision Editing	After drafting the piece, students should use writing workshop foundation lessons to revise and edit their stories with peers, then rewrite the stories in a polished form. <i>LTF</i> p. 503 1-2 days			Completed, polished short stories	
Close Reading Point of View Composition Revision	After a class discussion of point of view, the students should rewrite the stories taking a different character's point of view or changing the story's point of view from third to first person. <i>LTF</i> p. 503		This can be modified to do as a whole class with one of the short stories.	Revised short story from different point of view	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Irony Plot Conflict	Have student read several more of Shakespeare's stories, discussing and writing about them as before. <i>LTF</i> p. 503 2 days	<i>LTF</i> suggested text is <i>Tales from Shakespeare</i> by Charles and Mary Lamb. For alternatives, please see Week 1.	This can take the form of a book club discussion.	Discussion, teacher observation	
Close Reading Tone	Students will memorize one of Shakespeare's soliloquies or monologues, performing it for the class and using the pitch and volume of his or her voice, as well as gestures and body language, to create a certain tone. <i>LTF</i> p. 503 1 day			Performances of soliloquies, successful expression of tone	
Close Reading Argumentation Persuasive Argumentation	Then individual students will lead small-group discussions in which the group analyzes the techniques used in the speech to persuade its audience. <i>LTF</i> p. 504 1 day		Teacher and class can work together first to analyze a speech for persuasive techniques, then groups can work together to analyze the other speeches.	Analysis, group discussion	

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Persuasion Close Reading Point of View	Next, the students can try rewriting the speech from the opposite side of the argument. <i>LTF</i> p. 504 1 day		This can be done in small groups as well.	Rewritten speeches	
Close Reading Determining Author's Purpose Inference Paraphrase Diction Imagery Mood Tone Alliteration Assonance Rhyme Grammar Reversal of Syntax	Understanding Shakespeare—"Full Fathom Five" <i>LTF</i> pp. 200-201 Grade Six Foundation Lesson 1 day		This may be a lesson that the teacher and students work through together.	Completed student pages	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Character Dialogue Conflict Setting Irony</p> <p>Composition Descriptive Incorporation of Quotes Use of Evidence Use of Commentary</p>	<p>Film Festival: View clips from several films of Shakespearean plays in order to examine the techniques filmmakers use to create character, to make dialogue come alive, to show conflict, to create a meaningful setting, and to develop irony. Discuss these concepts and then write about them. Use dictionaries of quotations to research interesting quotes from Shakespearean plays. Choose a quotation to reflect on, interpret in writing, and illustrate. Post the resulting displays on the walls of the classroom. <i>LTF</i> p. 504 5 days</p>	<p>Various films of Shakespeare plays.</p>		<p>Completed displays Discussion participation</p>	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Ethics of Research Teacher-provided Sources Use of Print Sources Use of the Internet	Students can use print and Internet sources to investigate various topics on Shakespeare and Renaissance England. Have a Renaissance Faire on the last day of the six weeks in which students dress up as various Shakespearean characters and Renaissance historical figures. Students can share the information about their topics, and they can play charades, guessing the titles and characters from the Shakespearean stories they have read. <i>LTF</i> p. 504 5 days		Apply the research to the selected text if not the <i>LTF</i> suggestion.	Participation, discussion, sharing of information	

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Annotation Literary Elements	Begin reading Gary Soto's <i>A Summer Life</i> or other selected novel approx. 3-4 weeks	<i>A Summer Life Laying the Foundation (LTF)</i> Alternate Novels: <i>Buried Onions</i> by Gary Soto <i>Summer on Wheels</i> by Gary Soto	Give students time in class and at home to read from their novel during the next few weeks. As they read, they will continue to use the annotation strategy on post-it notes from lessons earlier in the year.	<i>Alternate suggestion:</i> Students can participate in book club discussions with other students as well as writing reflections about the novel they are reading.	
Parts of Speech	Introduce Parts of Speech	No additional text needed. Continue with selected novel.			
Parts of Speech	After a class discussion outlining the use of nouns, verbs, adjectives, and adverbs, students in pairs should make lists of words that they enjoy saying or hearing. The words should be categorized by their parts of speech part of a class period			For an example, see <i>LTF</i> p. 506	
Writing Sentences	Students practice putting the words together in meaningful chunks. part of a class period			For examples, see <i>LTF</i> p. 506	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	The class identifies words that are connectors (conjunctions) and practices putting their word groups together using conjunctions.				
Sentence Combining	Students practice combining sentences using each other's word combinations and trying to find the most inventive and interesting sentence structures. Have students write the results on sentence strips and post them around the room or in the hallway.			<i>Alternate suggestion:</i> Have students "hunt" for these sentence structures in the novel they are reading.	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Phrases Clauses Sentence Structure Sentence Variety	Sentence Structure Basics pp. 228-233 Foundation Lesson 5 class periods	No additional text needed; continue with selected novel	Continue giving students time in class and at home to read from their novel.	<i>Alternate suggestion:</i> After students practice in groups writing and combining sentences on sentence strips, ask them to write their own sentences, using highlighters to show nouns, adjectives, verbs, and adverbs. <i>Alternate suggestion:</i> After students have written their stories that include 4 types of sentence structure, they can trade with a partner to find and identify simple, compound, complex, and compound-complex sentence.	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Phrases Clauses Sentence Structure Sentence Variety	Sentence Strategies pp. 234 –237 Foundation Lesson approx. 2 days	No additional text needed; continue with selected novel	Partners can create paragraphs using different sentence arrangements on transparencies and can share with class.	<i>LTF assessment:</i> Following different sentence patterns from lesson, students write paragraph (can choose from a variety of topics). They will then make up 1-2 paragraphs, choosing their own pattern. <i>Alternate suggestion:</i> Ask students to identify and write 6-8 examples of types of sentences from their novel.	
Sentence Variety Organization Fluency	Identify and classify the types of sentences from current novel.	No additional text needed; continue with selected novel	Give students handout from “Sentence Strategy” lesson on p. 235. Students can work as partners or with book club to identify different types of sentences in current novel. They can write examples of sentences from the book on transparencies to share with class.		

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Sentence Combining Infinitive & Prepositional Phrases Sentence Variety	Syntax Lesson Based Upon <u>Killgallon's Sentence Composing for Middle School</u> pp. 294-302 Grade Specific Lesson approx. 3 days	<i>LTF</i> suggested text: <i>Shanbanu, Daughter of the Wind</i> Alternate text: *current novel students are reading or * <i>PHL "The Drive In Movies"</i> by Gary Soto	If you use an alternate text rather than the <i>LTF</i> recommendation, you will need to select phrases and sentences prior to the lesson for the activities described. *This is a lesson which may work best as mini lessons to use over the next couple of weeks.		
Sentence Combining Infinitive & Prepositional Phrases Sentence Variety	Begin working with Killgallon text				
	Continue reading from the Soto book. Ask students to list the different kinds of sentence beginnings Soto uses. Ask them to rewrite some of his sentences and to begin them in a different way. Compare the effect of the different sentence structures.				

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Phrases Clauses Poetry Writing	Phrase Poetry pp. 256-263 Foundation Lesson approx. 2-3 days	Use student examples of poems <i>LTF</i> pp. 257-259	Use shared writing strategy for class to practice writing poems using different structures <i>LTF</i> pp. 260-263	Students choose 2 of the patterns to write poems (may want to create class poetry book).	
Types of Phrases *Infinitive *Prepositional	Identifying Types of Phrases p. 506 Foundation Lesson approx. 1 day	<i>LTF</i> recommended text: <i>A Summer Life</i> or current novel from this six weeks	Continue reading the Soto book. Ask students to find examples of the different types of phrases in <i>A Summer Life</i> . Have them write out some of the sentences, omitting the phrases and replacing them with single word parts of speech. Discuss the effect of omitting phrases.		
Meaning and Effect Related to Parts of Speech & Phrases Types of Phrases & Clauses	Students browse through poetry anthology and look for examples of grammatical structures, such as prepositional phrases, infinitive phrases, and subordinate clauses.		This lesson could be used as a daily journal writing assignment. It is recommended that the students practice writing the different sentences as a class first to provide good modeling. They can then write examples with a partner and on their own. They can also write them on sentence strips to post around the room. Once the students become familiar with the sentence models, they can work in groups to write “round robin” story as described on p. 239.	<i>LTF assessment:</i> Students will write and illustrate a short book of original and “found” poetry in which the author makes striking use of phrases and clauses.	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Imitation of Stylistic Models Syntax Techniques Sentence Variety Imitation of Stylistic Modes	Sentence Variations p. 238 Foundation Lesson 3-5 days introductory lesson & ongoing mini lessons throughout year	No text needed	This lesson could be used as a daily journal writing assignment. It is recommended that the students practice writing the different sentences as a class first to provide good modeling. They can then write examples with a partner and on their own. They can also write them on sentence strips to post around the room. Once the students become familiar with the sentence models, they can work in groups to write “round robin” story as described on p. 239.		
	After practice with the lesson, ask students to choose several of the sentence structures to imitate while writing a short story or long narrative poem.				
	Students will revise an old essay of their own, one containing ordinary sentence constructions to be replaced with extraordinary, effective ones.				

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Dependent & Independent Clauses Sentence Variety	Dependent Clauses pp. 283-286 Sixth Grade Lesson approx. 1 day		Students can first work with a partner to create sentences, then independently. This is another good lesson to spread out as journal writing “warm up” activities at the beginning of class.	<i>LTF assessment:</i> Give students examples of dependent clauses. They will add an independent clause to create sentences. Can also develop their sentences into a story and share it with the class.	
Direct & Indirect Objects Sentence Variety Revision	Direct and Indirect Objects p. 290 Sixth Grade Lesson approx. 3 days as mini lessons			<i>LTF assessment:</i> As part of revision process, students use current piece from writer’s workshop, the students will find and add examples of sentences containing direct and indirect objects.	
	Continue working with Killgaloon text				
	Finish the Soto book				

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Comparing and Contrasting p. 102 Foundation Lesson		Ask the students to read and discuss several short stories, comparing and contrasting the way the authors use imagery, figurative language, sentence structure, and other aspects of style.		
	The students will choose one of the authors of the short stories who has a distinctive or unusual way of writing sentences. They will write a story in which they imitate the style of this author or, through exaggeration and repetition, parody it.				

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Predicate Nominatives & Adjectives	Predicate Adjectives and Predicate Nominatives Lesson pp. 286-289 Sixth Grade Lesson approx. 1-2 days			<i>LTF assessment:</i> Students can write a poem out of the sentences they have created.	
Grammar Diction Mood Theme	Literary Analysis Through Grammar pp. 246-254 Foundation Lesson approx. 2 days	<i>LTF</i> recommended text: Gary Soto essay essays from “ <i>The Drive In Movies</i> ” <i>PHL</i> pp. 570-573	The sixth grade syllabus (as described on p. 507) recommends a Gary Soto essay for this lesson, though the lesson includes the poem “ <i>The Witch</i> .” You can do the same activities with the Gary Soto essay or any other text in which the students can interpret theme and mood through diction in the selection.		
Imitation of Stylistic Modes	Writing Practice: Imitating a Model (as described in syllabus p. 507) approx. 4-5 days	<i>LTF</i> recommended text: any Gary Soto essay Alternate text: “ <i>Baseball in April</i> ” by Gary Soto	This is a good activity for writers’ workshop. The students use Soto’s style and syntax as a model and compose an essay and vignettes that illustrate a photo essay of their most extraordinary “ordinary” moments. They can bring in photos from home to include.		

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Generalization	Comparison/Contrast p. 102 Foundation Lesson 1-2 days	No alternate texts are needed as the texts can be chosen by the students.	Within this lesson, the teacher can have the students focus on the passages as wholes or on specific aspects of the passages such as tone, mood, etc.	Use Venn diagram provided and have students do a similar activity with teacher selected passages <i>LTF</i> p. 103	
Fact/Opinion Author's Purpose	Fact or Opinion p. 146 Foundation Lesson 1-2 days	The lesson does not specify texts but says use nonfiction texts from magazines or newspaper articles. Suggested sources include <i>Time for Kids</i> , <i>Odyssey</i> , <i>Faces</i> , <i>National Geographic Kids</i> , <i>Dig</i> , or <i>Muse</i> . Other suggestions can come from <i>PHL</i> such as "Mummy No. 1770" p. 47 or "The Loch Ness Monster" p. 438.	It would be wise to model this lesson with students before having them complete the chart and activity on their own. Select a piece and work through it as a class with the chart on the overhead and a shared reading of the article.	After modeling the strategy, students can work on their own or in groups to analyze another piece to determine author's purpose.	
Argumentation Drafting Intro/Body/ Conclusion	Challenge or Defend p. 362 Foundation Lesson 2-3 days	Use something students are reading in class from which to pick a controversial statement.	This lesson should be modeled first for the entire class, and then students can work in groups to practice. Stress to students that this is not the ONLY way to write a challenge or defend paragraph otherwise it will become formulaic.	Assessment could occur after students work in small groups for practice; choose a controversial passage from something being read independently; and write a paragraph challenging or defending that statement.	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Generalization Inference Imagery Tone	A Moment In Time p. 318 Foundation Lesson 1-2 days	For this lesson, the teacher can supply photographs from home, AP Photo Archives; <i>Lightning in a Bottle</i> CD from Gretchen Bernabei	Consider having students work together the first time for practice.	<i>Assessment:</i> completed questions from <i>LTF</i> p. 319. <i>Alternate assessment:</i> write a paragraph using their answers from p. 319 as the prewriting	
Reading Fiction	Read the first part of the class novel (not a specific lesson from <i>LTF</i> but included in syllabus p. 508). DAILY	<i>LTF</i> suggestion is <i>The Hobbit</i> . Alternate text suggestions include <i>Harry Potter and the Sorcerer's Stone</i> , <i>Harry Potter and the Chamber of Secrets</i> ; <i>Freak the Mighty</i> .	This reading can occur in class or out (or both). Students can read independently or with partners.	Reading logs, summaries of reading (alternate suggestions). No actual assessment suggestion included in <i>LTF</i> guide.	
Request Revision Editing	Write, revise, and edit a letter of complaint to a real company about a real product. The letter should suggest a remedy for the problem and request a service (not a specific lesson in <i>LTF</i> but included in syllabus p. 508).	No alternate texts needed for this assignment.	For revision, have students work in small groups or partners.	Use a rubric to evaluate students on the letters they write.	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Author's Purpose Argumentation	Interpreting Logical and Emotional Appeals <i>LTF</i> p. 206 Grade Specific Lesson	No alternative texts are needed as the text is provided in the guide	It is suggested that before beginning this lesson the teacher and students spend some time studying advertisements for logical and emotional appeals.	A possibility suggested in <i>LTF</i> is to have students write an argument using the two appeals based on the Sixth Grade Composition lesson Using Logical and Emotional Appeals.	
Composition Persuasive Writing Argumentation	Using Logical and Emotional Appeals p. 444	No text needed for this lesson.	This lesson fits well with the "Interpreting Logical and Emotional Appeals" Close Reading lesson and with the Foundation Lesson on Introductions and Conclusions.	This lesson would be a great assessment for the Close Reading lesson Interpreting Logical and Emotional Appeals.	
Annotation Detail Style Theme Tone Allusion Antithesis Repetition	Analysis of Rhetoric—Persuasion and Argumentation p. 154 Foundation Lesson	The text for this lesson is MLK's " <i>I Have a Dream</i> " speech. It's a difficult text. An alternate might be the picture book version published by Scholastic.	This is a tough lesson for sixth graders. It's recommended that teacher and students work through this lesson together.	A possible assessment might be to have the students write a piece of persuasion and try using repetition, allusions, and antithesis.	
Reading Fiction	Read the middle part of the class novel (not a specific lesson from <i>LTF</i> , but included in the syllabus on p. 508 DAILY	<i>LTF</i> suggestion <i>The Hobbit</i> . Alternate texts include <i>Harry Potter and the Sorcerer's Stone</i> , <i>Harry Potter and the Chamber of Secrets</i> ; <i>Freak the Mighty</i> .	This reading can occur in class or out (or both). Students can read independently or with partners.	<i>Alternate suggestions</i> Reading logs, summaries of reading No actual assessment suggestion included in <i>LTF</i> guide.	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Inference/ Generalization Argumentation Cause/Effect Classification Comparison/ Contrast Emotional/ Logical Appeals	Evaluating an Argument p. 210 1-2 days	<i>"You Are Old Father William"</i> by Lewis Carroll The text is included in the LTF guide for this lesson	Summaries of each stanza are included for this lesson. Classes who can might paraphrase the stanzas in small groups before working through the questions. A differentiation suggestion would be to divide the students into small groups and have each group answer a few of the questions.	Answers to the questions can serve as the assessment. Answers could be placed on the overhead or on chart paper and the class could evaluate the answers together.	
Reading Fiction	Read the last part of the class novel (not a specific lesson from LTF , but included in the syllabus on p. 508) DAILY	LTF suggestion is <i>The Hobbit</i> . Alternate text suggestions include <i>Harry Potter and the Sorcerer's Stone</i> ; <i>Harry Potter and the Chamber of Secrets</i> ; <i>Freak the Mighty</i> .	This reading can occur in class or out (or both). Students can read independently or with partners.	<i>Alternate suggestions</i> Reading logs, summaries of reading No actual assessment suggestion included in LTF guide.	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Argumentation Emotional/ Logical Appeals	Study and analyze a Patrick Henry and a Sojourner Truth selection (“ <i>Give Me Liberty or Give Me Death</i> ” and “ <i>Ain’t I a Woman?</i> ”). Both of these sources are recommended in the syllabus but not included in the <i>LTF</i> guide. They are accessible on the Internet. This is not a specific lesson in the guide, but suggested in the syllabus on p. 509.	Alternate suggestions might include “ <i>Restoring the Circle</i> ” <i>PHL</i> p. 596 and “ <i>Jackie Robinson: Justice at Last</i> ” <i>PHL</i> p. 352	It might work well to find the two sources (Patrick Henry and Sojourner Truth) on the Internet and copy them for each student, or you can use the alternate suggestions. Have students analyze the pieces as they have analyzed other pieces for argumentation this six weeks.	Have students write one or two paragraphs comparing the argumentation style and the types of appeals used in the two pieces.	
Analysis of Persuasion Analysis of Appeals Analysis of Argumentation	<i>LTF</i> p. 509 suggests students analyze the persuasive techniques used by Gandalf, the rhetorical strategies used by Bilbo, and the arguments used by Bilbo.	If using an alternate text, look for rhetorical passages in that text. For example, if using Harry Potter, students can use the rhetorical strategies or appeals Harry uses to convince his aunt and uncle to allow him to attend Hogwarts.	These analyses could be done in small groups with each group looking at a different rhetorical passage from their novel.	Have small groups present the analysis they completed in some form or fashion to the whole class.	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Argumentation Persuasion Challenge / Defend Emotional / Logical Appeals	<i>LTF</i> p. 509 in Foundation syllabus; This is a grade specific assignment, not an actual lesson in the Guide. This lesson/ assignment asks students to plan and implement a mock trial indicting Bilbo Baggins for theft of gold and of the Arkenstone in <i>The Hobbit</i> . 1 week	Any of the above listed texts depending on which the class is studying.	This lesson requires students to plan and implement a mock trial. If using an alternate text, for example <i>Harry Potter and the Sorcerer's Stone</i> , students could indict Harry Potter for using magic outside of Hogwarts (or something similar).	The assessment might involve a checklist of argumentation strategies, cooperative learning strategies, etc.	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Author's Purpose Fact/Opinion Logical/Emotional Appeals Inference Metaphor Cause/Effect	Interpreting Logical and Emotional Appeals <i>LTF</i> p. 206 Grade Specific Lesson 1-2 days	No alternate text needed for this lesson as the text is provided.	Using Logical and Emotional Appeals, the composition lesson, would be a good resource/review for the teacher before working through this activity with students.	The answers to the questions in the lesson can be the assessment, but kids could also work in small groups to work through the questions for added support.	
Logical / Emotional Appeals	"Review techniques of propaganda and logical fallacies" <i>LTF</i> p. 509 Foundation syllabus. This is not a specific lesson in <i>LTF</i> , but is recommended in the syllabus. 1 day	No text needed	Use <i>LTF</i> glossary and information about Composition and Close Reading for Argumentation to review.	Observation, participation in class discussion	
Argumentation Strategies	Review valid techniques of argumentation <i>LTF</i> p. 509 Foundation syllabus. Again, not a specific lesson, but a suggested activity in the syllabus. 1 day	No text needed	Use the Persuasion section in the Composition introduction as reference material.	Participation in discussion	

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Analyze Logical and Emotional Appeals</p> <p>Analyze Persuasion</p>	<p>Study and discuss videotaped television commercials to identify both valid and invalid methods of persuasion. <i>LTF</i> p. 509 lesson suggestion in the Foundation syllabus</p> <p>1 day</p>	<p>Videotape some commercials from television. Might also use magazine ads. A good reference for this (the appeal of advertisements) is <i>Muse</i> magazine, July–August 2001 issue.</p>	<p>Work through this as a class with videotaped commercials. Then you might have students work in small groups to analyze magazine advertisements.</p>	<p>Have students work in small groups to find magazine advertisements and present an analysis of the persuasive techniques.</p>	
<p>Rhetorical/ Persuasive Techniques.</p>	<p>The students will videotape an original commercial or write and illustrate a magazine advertisement using the rhetorical strategies they used to create an effective piece of persuasion. <i>LTF</i> p. 509 lesson suggestion in Foundation syllabus</p> <p>2-3 days</p>	<p>Various magazines and newspapers collected by students or teacher.</p>	<p>Might also use a PowerPoint presentation if they have the available technology</p>	<p>Create a rubric with students to analyze the different presentation pieces.</p>	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Argumentation Techniques Persuasive Appeals Use of Internet Sources Use of Print Sources Ethics of Research Teacher-provided Sources	Suggested lesson in the Foundation syllabus <i>LTF</i> p. 509. Students will clip and bring to class editorials from the daily newspaper during a two-day period. They will then select, as a group, a controversial topic for a class debate. After spending the following two days in the library researching the topic; the last day of the week will be spent debating the topic, using the argumentative techniques they have learned during unit. 1 week	Internet sources, teacher-provided sources, newspapers, editorial sections.	Might use Writing an Argument Composition Foundation Lesson as a review.	Create a rubric with students for their participation in the research and debate.	

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Archetypal Patterns, Characters, and Setting Elements	Finding Fairy Tales in Real Life pp. 458-465 3-4 days	<i>“The Emperor’s New Clothes”</i> in <i>Timeless Voices, Timeless Themes</i> p. 774 any other fairy tale		Choose two or three stories not previously discussed and direct students to identify archetypal patterns	
Close Reading Analysis Characterization Tone Antagonist Protagonist Imagery Diction Plot Figures of Speech	Raising the Reading Level— <i>Harry Potter and the Sorcerer’s Stone</i> p. 214 1-2 weeks	Any richly-layered novel			
Composition Archetypal Patterns, Characters, and Setting Elements	The Archetypal Heroic Journey in <i>Harry Potter and the Sorcerer’s Stone</i> p. 466 3-4 days	<i>Holes</i> by Louis Sachar Any classroom novel that exhibits archetypal patterns			

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Archetypal Patterns, Characters, and Setting Elements	Finding Fairy Tales in Real Life pp. 458-465 3-4 days	<i>“The Emperor’s New Clothes”</i> in <i>Timeless Voices, Timeless Themes</i> p. 774 any other fairy tale		Choose two or three stories not previously discussed and direct students to identify archetypal patterns	
Composition Oral Interpretation Impromptu Writing	So you want to be an author? p. 390 Foundation Lesson 1-2 days				
Composition Personal Archetypes, Figures of Speech Round/Flat Characters	Personal Archetype Mandala Project p. 394 Foundation Lesson 3-5 days				
Composition Style Voice Sentence Variety	Active/Passive Voice p. 382 Foundation Lesson 1-2 days	<i>Communication in Action</i> — Complex Sentences pp. 428-430 Modifiers pp. 536-555 Style p. 42	Style, voice, sentence variety		

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Imagery	Using Imagery to Create Tone p. 428 Sixth Grade Lesson 2-3 days	<i>“How to Write a Poem in the Sky”</i> <i>“I’ll Tell You How the Sun Rose”</i> <i>“Wilderness Rivers”</i> pp.128-139 in <i>Timeless Voices/Timeless Themes</i>			
	View film <i>A Christmas Story</i>		After class discussion, write an analysis of the film’s use of imagery to create tone		

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	<p>This week students will read several memoirs, including short reflective autobiographical selections by such authors as Russell Baker, Annie Dillard, Richard Rodriguez, Pat Mora, Lois Lowry, or Toni Morrison. Then they will develop a personal anecdote or important family story into a memoir, crafting the piece by using the various types of sentences they learned about during the “Word Play” unit and the types of figurative language and imagery they have learned this six weeks.</p>				

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	After they have drafted their pieces, students should use “Style and Voice Workshop” and “Filling in the Blanks” activities to workshop papers before rewriting and polishing them.				
Composition Writing memoirs	Filling in the Blanks p. 350 Foundation Lesson 1 week	<i>“Drive-in Movies” PHL</i> p. 570 <i>“Olympic Diary” PHL</i> p. 559 <i>“My Papa, Mark Twain” PHL</i> p. 566 <i>“Turkeys” PHL</i> p. 602 <i>“Mi Familia”</i> p. TX 25 in <i>Timeless Voices/Timeless Themes</i>			
Composition Writing Memoirs	Style and Voice Workshop p. 382 Foundation Lesson 1 week	<i>“Drive-in Movies” PHL</i> p. 570 <i>“Olympic Diary” PHL</i> p. 559 <i>“My Papa, Mark Twain” PHL</i> p. 566 <i>“Turkeys” PHL</i> p. 602 <i>“Mi Familia”</i> p. TX 25 in <i>Timeless Voices/Timeless Themes</i>			

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Weeks 5 and 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Prewriting Drafting Revising Editing Publishing	The last activity in this unit will involve writing fiction based on personal experience. After listening to several taped stories about “Lake Wobegon” —a fictional Minnesota community based on the one in which Garrison Keillor, the author, grew up— students will combine their talents in groups in order to complete the “Make a Town” project.		In this activity, students develop a setting based on a real place and characters based on people they know. They give their towns meaningful, symbolic titles and their characters symbolic names; then write multiple short stories and poems about the different characters, stories, and poems that reflect real life lessons these students have learned in their own lives (themes). They must plot their stories using the elements of the Freytag Pyramid, which they learned earlier, and they must use many of the different types of sentence constructions they learned about during the “Word Play” unit. The students will also draw upon their knowledge of literary devices and figurative language in order to create rich, colorful, meaningful stories about the people in their “town.” To end the unit, students will bind their stories into a book and illustrate it.		
	Putting it All Together	“By the Waters of Babylon”			
	Putting it All Together	“The First Day”			