

English Grade 6 - Text

Course Description

This Prentice Hall text-based course is divided into 6 units, each introduced and guided by award-winning contemporary authors who present students with literary concepts, and discuss different writing processes using their own works as models. At the end of each unit, a *Milestone Lesson* is given to assess students' comprehension, literary analysis skills, and proper grammar usage.



Learning Objectives:

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.

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.

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.

Students write clear, coherent, and focused essays. Students progress through the stages of the writing process as needed.

Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Syllabus Sample

Lesson 23

In "*Abuelito Who*," page 551, read how poet **Sandra Cisneros** uses **metaphors** to compare her aging grandfather to a watch and a glass of water, and remembers how he used to call her his "diamond" and his "sky."



Questions:

1. Why does **Sandra Cisneros** compare her Abuelito, her grandfather, to a watch and a glass of water?
2. What two things is the poet comparing in the **theme** of this poem? Answer by paraphrasing or quoting lines from the poem itself.
3. How does the poet feel about her grandfather?



Poet **Nikki Giovanni** says "**The World Is Not a Pleasant Place to Be**" —*unless* one has **friends** to share it with, in her **figurative** poem on **page 552**. She **personifies** this belief with images of a river and the ocean, and says even the ocean cannot be happy without the clouds to "*kiss her tears*" when she is sad.

After reading the poem, fill out a chart like the one below.

Good Things about Friends	Life without Friends	Final Response to Poem



Theodore Roethke views the world from another vantage point, the precarious top of a greenhouse on a windy day, in his poem on page 553, "*Child on Top of a Greenhouse*."

Read the poem now as you think about and answer the two follow-up questions.



Questions:

1. How does the speaker seem to feel in this poem?
2. What **three** lines in the poem let you know it's a windy day?

Okay, It's your turn!



Pick a subject you care deeply about and write your own **figurative** poem now.

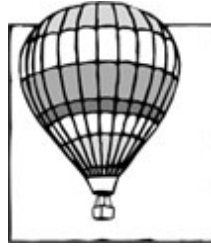


Your original poem must be **10-to-12 lines long**, and contain *at least* **two examples** of **personification**, **one example** of a **metaphor**, and **one example** of either **onomatopoeia** or **alliteration** (or both!)

If you are still unsure of what these poetic terms mean, review these **elements of poetry** on **page 508** in your text, and pay close attention to your use of **rhythm** and **punctuation** as well.

We mentioned poet **Robert Frost** at the beginning of this unit and you read, "**The Road Not Taken**." Now read his short poem, "**Dust of Snow**" on **page 561**, as well as another famous poet's work, on **page 562**, "**who knows if the moon's**" by **E.E. Cummings** (whose unique style entails rarely using capitalization or proper punctuation).





Questions:

1. In "*Dust of Snow*," what is the action that changes the speaker's mood?
2. Would you describe this action as being planned or occurring by chance? Explain.
3. Describe the change that the action brings about in the speaker.
4. Why do you think the action has this effect?
5. What lesson do you think the speaker learns from this experience?
6. When such small, unexpected natural events happen, do they always have the same impact on a person? Why or why not?
7. If the moon were a balloon, where might it take you according to **E. E. Cummings'** poem?
8. Describe the "**keen city.**"
9. Why do you think **lines 13 - 15** are arranged differently from the other lines in **Cummings'** poem?
10. Why does a place where everything is perfect appeal to a person?
11. Which lines and words in the poem create images of floating and weightlessness?



Outline for 6th Grade English

Unit 1: Fiction and Nonfiction

- Unit Author - Jane Yolen
- Part 1: Make Predictions
- Part 2: Fact and Opinion
- Milestone Lesson #1

Unit 2: Short Story

- Unit Author - Jean Craighead George
- Part 1: Make Inferences
- Part 2: Drawing Conclusions
- Milestone Lesson #2

Unit 3: Types of Nonfiction: Expository, Reflective

- Unit Author - Zlata Filipovic
- Part 1: Author's Purpose
- Part 2: Main Idea
- Milestone Lesson #3

Unit 4: Poetry

- Unit Author - Gary Soto
- Part 1: Context Clues
- Part 2: Paraphrasing
- Milestone Lesson #4

Unit 5: Drama

- Unit Author - Joseph Bruchac
- Part 1: Summarize
- Part 2: Compare and Contrast
- Milestone Lesson #5

Unit 6: Themes in Folk Literature

- Unit Author: Julius Lester
- Part 1: Cause and Effect
- Part 2: Purpose for Reading
- Milestone Lesson #6