

Grade Six ELA Novel unit Pacing Guide

2022-2023

	Est. Time Frame *All dates are approximate	Unit Title/ Unit Texts	Supporting Texts	Writing Tasks
1	Marking Period 1 45 days	<p style="text-align: center;">“CHILDHOOD”</p> <p><u>Launch text</u></p> <ul style="list-style-type: none"> • “Wagon Trail at Dusk” (740L)- 2 days <p><u>Whole-Class Learning</u></p> <ul style="list-style-type: none"> • Anchor text, <i>Memoir in Verse: from Brown Girl Dreaming</i> - 10 days • Media, Comic Strip: “Gallery of Calvin and Hobbes Comics” - 3 days <p><u>Small-Group Learning</u></p> <ul style="list-style-type: none"> • Public Document: <i>Declaration of the Rights of the Child</i> (1380L) - 5 days • Magazine Article: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> (1040L) - 5 days • Memoir: <i>from Bad Boy</i> (1000L) - 5 days • Poetry: <i>I Was a Skinny Tomboy Kid</i> - 5 days <p><u>Independent Learning</u> (5 days total for independent learning)</p> <ul style="list-style-type: none"> • Novel Excerpt: <i>from Peter Pan</i> (800L) 	<p>-Novel- “<i>The Secret Garden</i>”</p> <p>-Poetry Aligned to Text:- “<i>The Rider</i>” by Naomi Shihab Nyes</p> <p>“<i>The Little Engine That Could</i>” by Watty Piper</p> <p>Seasonal Poetry</p> <p>-“<i>Autumn Time</i>” by Cheryl Sandburg</p> <p>-“<i>Fall, Leaves, Fall</i>” by Emily Bronte</p> <p>LGBTQ Poetry -“<i>Little Prayer</i>” by Danez Smith</p> <p>(Play) “<i>The Orphan Train</i>” Reader’s Theater Anthology book</p> <p>“<i>Never, Never, Never, Forget</i>” by Carol Montgomery</p>	<p>(3 days) Write a Nonfiction Narrative Prompt: When did you have to use your imagination to find another way to do something?</p> <p>Assignment: In the poem “another way,” Jacqueline Woodson’s mother tells the children, “Today I want you to find another way to play.” Write a personal narrative in response to the prompt: When did you have to use your imagination to find another way to do something? For example, perhaps you found another way to play, solve a problem, make a friend, or learn a new skill. In your narrative, tell the story of your experience and reflect on the ways in which using your imagination made things better</p> <p>(3 days) Writing to Sources: Nonfiction Narrative Prompt: When did a challenge lead to a triumph?</p> <p>Assignment:(Part 1) Write a nonfiction narrative in which you tell about a real-life experience that answers this question: When did a challenge lead to a triumph? The experience may be yours, or it may be that of someone you know. Begin by giving your reader background about the experience. Then, present a</p>

		<ul style="list-style-type: none"> • <i>Poetry: Oranges by Gary Soto</i> • <i>Essay: The Boy Nobody Knew (820L)</i> • <i>Short Story: Raymond's Run (1280L)</i> • <i>Short Story: Eleven (980L)</i> 	<p>Social and Emotional Learning Second Step</p> <ol style="list-style-type: none"> 1. Starting Middle School 2. How to Grow Your Brain 3. Trying New Strategies 4. Making Goals Specific 5. Breaking Down Your Goals 6. Monitoring Your Progress 7. Performance Task: Bringing It All Together 	<p>natural, logical series of events that shows how a challenge led to a triumph. Conclude by reflecting on the importance of the experience. Part 2: After completing the final draft of your nonfiction narrative, plan and present a recitation, in which you tell the story to classmates.</p>
2	Marking Period 2-45 days	<p style="text-align: center;">“ANIMAL ALLIES”</p> <p>Launch Text</p> <ul style="list-style-type: none"> • “Reading Buddies” (890L) - 2 days <p>Whole-Class Learning</p> <ul style="list-style-type: none"> • Anchor Text, Memoir: My Life with the Chimpanzees (860L) - 8 days • Anchor Text, Historical Fiction: Hachiko: The True Story of a Loyal Dog (690L) - 5 days <p>Small-Group Learning</p> <ul style="list-style-type: none"> • Poetry: A Blessing (NP) - 3 days • Poetry: Predators (NP) - 4 days • Essay: Monkey Master (1050L) - 2 days • Short Story: Black Cowboy, Wild Horses (710L) - 3 days <p>Independent Learning - 5 days total for all independent learning</p> <ul style="list-style-type: none"> • Novel Excerpt: from The Wind in the Willows 	<p>Novel- “The Jungle Book” Poetry Aligned to Text: -“See It Through” by Edgar Guest</p> <p>“Standing Up for Myself” by Connie Webb</p> <p>“The Key of Life” by Stanley Oguh</p> <p>“Education is the Key to Success” by Abdul Majid</p> <p>“Promise Yourself” by Christian Larson</p> <p>Seasonal poetry: “The Dance of the Thirteen Skeletons” Jack Prelutsky</p> <p>“Veterans Day Salute!” by Kim Robin Edwards</p> <p>LGBTQ Poetry <i>To the Oppressors by Pauli Murray</i></p>	<p>Expository/Explanatory Writing Task: TG p. 128-133 (5 days) Write an Explanatory Essay Prompt: What qualities do Goodall and Turner believe people and animals share? Assignment: Use your knowledge of the excerpt from My Life with the Chimpanzees and “Hachiko: The True Story of a Loyal Dog” to consider qualities that human beings and animals seem to share. Write an explanatory essay that answers the question: What qualities do Goodall and Turner believe people and animals share? Think about the experiences Goodall has with the chimpanzees and the way Turner describes Dr. Ueno and Hachiko. Identify feelings and ways for behaving that the two authors suggest animals and people have in common.</p> <p>Part 1 Writing to Sources: (3 days) Explanatory Essay Prompt: How can animals and people help one another? Assignment: Write an explanatory essay in which you answer the following: How can animals and people help one another? Use evidence from the selections in this unit to elaborate on your explanation.</p>

		<p>(1170L)</p> <ul style="list-style-type: none"> • Fable: How the Camel Got His Hump (940L) • News Article: The Girl Who Gets Gifts from Birds (830) • News Article: Pet Therapy: How Animals And Humans Heal Each Other (1190L) 	<p>(Play) “The Amazing Nellie Bly” Laurel Haines Reading Street Readers’ Theater</p> <p>“The Gift of the Magi” Jennifer Dignan Scope Magazine December 2018-January 2019</p> <p>Social and Emotional Learning</p> <p>Second Step</p> <p>8. <i>Common Types of Bullying</i> 9. <i>Recognizing Bullying</i> 10. <i>Responding to Cyberbullying</i> 11. <i>How to Be an Upstander</i> 12. <i>Standing Up and Staying Safe</i> 13. <i>Performance Task: Raising Awareness About Bullying</i></p>	<p>Explain your ideas thoughtfully and use transitions to make connections among them. Make sure that you use a formal style to organize your essay in a logical way so that it is easy for readers to follow.</p> <p><u>Part 2 Speaking and Listening:</u> 2 days Informative presentation Assignment: After completing the final draft of your essay, use it as the foundation for a brief informative presentation</p> <p><u>Narrative Writing Task:</u></p> <ul style="list-style-type: none"> • Write an alternative ending to “The Jungle Book”, in the author’s voice and tone.
<p>3</p>	<p>Marking Period 3-45 days</p>	<p>“Modern Technology”</p> <p><u>Launch Text</u></p> <ul style="list-style-type: none"> • “That’s Not Progress!” (910 L) - 2 days <p><u>Whole-Class Learning</u></p> <ul style="list-style-type: none"> • Anchor Text, Short Story: Feathered Friend by Arthur C. Clarke (1100L) - 6 days • Anchor Text, Blog Post: Teens and Technology Share a Future by Stefan Etienne (1100 L) - 3 days 	<p>Novel- “Hidden Figures” by Margot Lee Shaterly</p> <p>Poetry Aligned to text: “Home of the Brave” by Katherine Applegate</p> <p>“If” by Rudyard Kipling</p> <p>“See It Through” by Edgar Albert Guest</p> <p>Seasonal Poetry: “I Found A Four Leaf Clover” by Jack Prelutsky</p>	<p><u>Write an Argument</u></p> <p>Task: TG p.228-233 (3 days) Prompt: Do electronic devices and online access really improve our lives? Assignment: Write a brief argument, in the form of an editorial, in which you state and support your position on this question: Do electronic devices and online access really improve our lives? Draw evidence from the texts in this section to support your ideas.</p> <p>Performance Task: TG p.268-271 (1 day)</p>

		<ul style="list-style-type: none"> • Anchor Text, Blog Post: The Black of Technology by Leena Khan (980 L) - 3 days • Media, Video: The Internet of Things by IBM Social Media - 1-day <p><u>Small-Group Learning</u></p> <ul style="list-style-type: none"> • Short Story: The Fun They Had by Isaac Asimov (730 L) - 7 days • Blog Post: Is Our Gain Also Our Loss? by Cailin Loesch (1180 L) - 3 days • Media, Podcast: Bored...and Brilliant? A Challenge to Disconnect from Your Phone by NPR - 2 days <p><u>Independent Learning</u> (2 days total for independent learning)</p> <ul style="list-style-type: none"> • News Article: 7-Year-Old Girl Gets New Hand from 3-D Printer by John Rogers (860 L) • News Article: Screen Time Can Mess with the Body’s “Clock” by Andrew Bridges (980 L) • Poetry: All Watched Over by Machines of Loving Grace by Richard Brautigan (NP) • Poetry: Sonnet, without Salmon by Sherman Alexie (NP) • News Article: Teen Researchers Defend Media Multitasking by Sumathi Reddy (1370 L) 	<p>“Spring” by Edna St. Vincent Millay</p> <p>LGBTQ Poetry <i>“Natural Criminal” by Francisco X. Alarcon</i></p> <p>(Play) “This Is What Courage Looks Like” -Scope Magazine November</p> <p>Social and Emotional Learning Second Step</p> <ol style="list-style-type: none"> 14. What Emotions Tell You 15. Emotions and Your Brain 16. How Emotions Affect Your Decisions 17. Managing Your Emotions 18. What Works Best for You? 19. Performance Task: Raising Awareness About Managing Emotions 	<p><u>Argument Prompt:</u> Do we rely on technology too much? Speaking and Listening Outcome: Oral Presentation Assignment: Part 1 Write an argumentative essay in which you state and defend a claim in response to the following question: Do we rely on technology too much? Use convincing evidence from at least three of the selections that you read in this unit to support your claim. Support your ideas with strong reasons and relevant evidence. Organize your ideas effectively so that your argument is easy to follow. Establish and maintain a formal tone. Include a conclusion that clearly relates to the main idea you expressed.</p> <p><u>Part 2</u> After completing the final draft of your argument, use it as the foundation for a brief oral presentation.</p> <p><u>Research Simulation Task:</u> “Hidden Figures” Prompt: Hidden Figures uncovers the story of the women whose work at NACA and NASA helped shape and define U.S. space exploration. Why is their story significant to our cultural, social, and scientific history?</p> <p><u>Literary Analysis Task:</u> “Hidden Figures” Prompt: <i>Hidden Figures</i> tells a story that spans three decades, during which there's a world war and multiple social and scientific movements that affect thousands of Langley employees. What techniques does Shetterly use to make</p>
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				that story feel cohesive? Write an Expository/Explanatory Essay detailing the techniques.
4	Marking Period 4-45 days	<p><i>Where Can Imagination Lead?</i></p> <p><u>Launch Text</u></p> <ul style="list-style-type: none"> • “The Great Universal Undo” (670L) - 2 days <p><u>Whole-Class Learning</u></p> <ul style="list-style-type: none"> • Anchor text, Drama: The Phantom Tollbooth, Act I - 6 days • Anchor text, Drama: The Phantom Tollbooth, Act II - 6 days • Media, Video: The Phantom Tollbooth - 1-day Small-Group Learning • Novel Excerpt from Alice’s Adventures in Wonderland (1080L) - 5 days • Poetry Collection: Jabberwocky, from Throughout the Looking Glass - 3 days • Reflective Essay: The Importance of Imagination (890L) - 3 days Independent Learning (2 days total for independent learning) • Novel Excerpt: from The Wonderful Wizard of Oz (1030L) • Poetry: Our Wreath of Rosebuds • Poetry: Fantasy • Novel Excerpt: The Shah of Blah from Haroun and the Sea of Stories (1060L) 	<p>Novel- “The Phantom Tollbooth” by Norton Juster</p> <p>Poetry Aligned to text:</p> <p>“<i>Today is Very Boring</i>” by Jack Prelutsky</p> <p>“<i>Boredom</i>” by Eleanor Farjeon</p> <p>Seasonal Poetry</p> <p>“<i>Hope is the thing with feathers</i>” Emily Dickinson</p> <p>LGBTQ Poetry</p> <p>“<i>The Tree Sparrows</i>” by Joseph O. Legaspi</p> <p>(Play) Phantom Tollbooth</p> <p><u>Supplemental Text</u></p> <p>-“<i>A Wrinkle in Time</i>” by Madeleine L’Engle</p> <p>-“<i>From the Mixed Up Files of Mrs. Basil E. Frankweiler</i>” by E.L. Conigsburg</p> <p>“<i>James and the Giant Peach</i>” by Roald Dahl</p> <p>Social and Emotional Learning</p> <p>Second Step</p>	<p><u>Task: TG p. 352-357</u></p> <p><u>Prompt:</u></p> <p>One day in the Kingdom of Wisdom... Assignment: Think about the characters whose adventures unfold in The Phantom Tollbooth. Then, use your own imagination to write a new short story about one or more of those characters. Use this sentence opener to start your new tale: One day in the Kingdom of Wisdom... Your story should describe an imaginary setting, include interesting characters, and tell events in a clear order.</p> <p><u>Task: TG p. 388-389</u></p> <p><u>Prompt:</u></p> <p>When Alice finally gets through the tiny door...</p> <p>Assignment: At the end of the excerpt from Alice’s Adventures in Wonderland, Alice can see Wonderland through a tiny door, but cannot figure out how to fit through it. Work with your group to write and perform a fictional narrative in which you tell a story about where Alice goes and what happens when she gets through the door. Use this story starter to begin your narrative: When Alice finally gets through the tiny door... In your performance, use costumes, props, and music to help the audience picture the characters, setting, and events in your narrative.</p> <p><u>Performance Task:</u></p>

		<p>• Interview: Magic, Mystery, and Mayhem: An Interview with J.K. Rowling (1000L)</p>	<p>20. We're Changing 21. Why Conflicts Escalate 22. Considering Multiple Perspectives 23. Respectful Communication 24. Resolving Challenging Conflicts 25. Making Amends 26. Performance Task: Conflict Solvers</p>	<p><u>TG p. 396-398</u> <u>Writing to Sources:</u> <u>Fictional Narrative Question:</u> What might happen if a fictional character were to come into the real world? Assignment: Choose a character from one of the sections you read in this unit, and write a short story that explores the following question: What might happen if a fictional character were to come into the real world? Use the following sentence starter to begin your narrative: One day, _____ showed up on my doorstep, and... As you draft, establish a vivid setting and a clear point of view. Use narrative techniques, descriptive details, and sensory language to develop your characters and their experiences. Logically organize the events in your narrative and connect them with transitions. Your narrative should end with a conclusion that resolves the conflicts, or struggles, your characters face in the story.</p> <p><u>Expository/Explanatory Writing Task:</u></p> <ul style="list-style-type: none"> • In The Phantom Tollbooth, the author Norton Juster plays tricks with words to connect the stages of Milo’s journey to stages we go through in our lives. For example, Milo travels towards a place called “Expectations” but gets caught in the “Doldrums,” just as we travel in life towards things we are excited about (Expectations) but sometimes lose steam or get discouraged along the way (Doldrums, or depression). Choose any part of
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the book you like, and talk about what the author's "word tricks" mean and symbolize in that section. Use evidence from the text to show the connections to what you think Juster was talking about both literally and figuratively.

Narrative Writing Task:

- Demonstrating your knowledge of writing events in sequence and using descriptive language, write a short story telling of a fantastical adventure such as the one Milo takes when he goes through the magical tollbooth (you can also think about other similar stories you've heard, such as The Wizard of Oz or Alice in Wonderland). Be as creative as you'd like; go down a drainpipe, into a grain of sand, to the reaches of outer space, or inside the mind of your dog - you name it! Compare yourself to at least one character from one other book, movie, or poem in your piece using proper title punctuation.
- Take the setting(s) of the novel and imagine a place with completely opposite features-geography, climate, and wildlife. Write a narrative in the author's voice following the main plot of the story.

Argument Writing Task:

After reading The Phantom Tollbooth and learning about the history and use of

				<p>numbers and letters, write an opinion essay arguing which you think are more important, letters or numbers. Just like the kings of Dictionopolis and Digitopolis, many people think that numbers are more useful or important than letters and words, and other people think the opposite. Most of us feel like we are a little better at math than English, or a little better at English than math. Using evidence from at least two of these texts: Ox, House, Stick: The History of our Alphabet, Don Robb, Where Words Come From, Jack Umstatter, Why Pi? Johnny Ball, or The Phantom Tollbooth, supports your argument that words or numbers are more important.</p>
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