

English 6

Course Overview for Administrators



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A+ College Ready ABOUT THE PROGRAM

A+ College Ready, a program of A+ Education Partnership, holds the unshakeable belief **ALL** students can achieve at high levels. As such, it opens the door for middle and high school students in Alabama to reach their academic potential through access to Advanced Placement (AP) and other challenging coursework. This proven program partners with middle and high schools to develop a diverse pipeline of students prepared for success in college, career, and life. A+ College Ready’s high-quality, content-specific teacher training and rigorous curricula are fully aligned to the Alabama Courses of Study and the College Board’s AP requirements. We support 48 total courses in math, science, English, social studies, computer science, art, and Spanish, comprised of 29 non-AP courses and 19 AP courses. We accomplish our goals by:



Centering students
to ensure their needs guide our actions

Expecting excellence
of ourselves, our students, and our schools

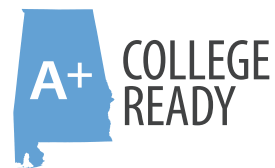
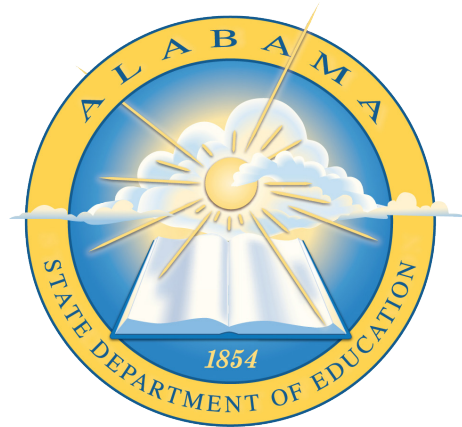
Prioritizing equity
so every student can succeed

Creating High Expectations for All

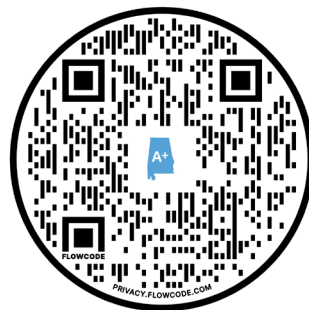
Participating schools create cultures of high academic expectations for all students, teachers, and administrators by:

- ▶ Increasing the number of students engaged in rigorous curricula that promote access to higher-level academic classes and prepare them for success in college, career, and life.
- ▶ Improving student academic achievement through training, supporting, and equipping teachers with research-based teaching strategies, deeper content knowledge, and classroom resources.
- ▶ Supporting student success by empowering administrators to serve as strong instructional leaders at their schools.





**A+ College Ready is a partnership
between A+ Education Partnership and the
Alabama State Department of Education**



Learn more: aplusala.org/college-ready



EQUIP. EMPOWER. EXPECT MORE.

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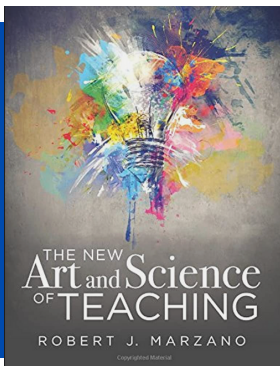
In version 1.0 of A+ College Ready materials and training, English, math, and science teachers were trained in middle and high school grade bands using the National Math and Science Initiative (NMSI) Laying the Foundation (LTF) materials.

In version 2.0, A+ College Ready collaborated with master teachers from Alabama to strategically integrate the LTF English, math, and science lessons, strategies, and assessments into subject-specific curricular frameworks based on the Alabama Courses of Study.

In version 3.0, A+ College Ready led the development of training and curricular materials for social studies and computer science modeled after the English, math, and science frameworks.

A+ College Ready continuously improves and updates all curricular materials and training plans, especially when significant changes and/or revisions to the Alabama Courses of Study exist.

EVERY SUBJECT-SPECIFIC training experience now includes a focus on instructional elements from Robert Marzano's *The New Art and Science of Teaching*.



“This title is a greatly expanded volume of the original *Art and Science of Teaching*, offering a framework for substantive change based on Marzano’s 50 years of education research. Instead of focusing on teacher outcomes, the new version focuses on student outcomes. Throughout the book, Marzano details the elements of three overarching categories of teaching that define what must happen to optimize student learning.”

In summer 2024, every teacher (math, science, English, social studies, and computer science) who attends E3 training will not only receive outstanding curricular materials and content-specific training but also will be strategically and explicitly introduced to Marzano’s pedagogical teaching elements. Based on proven instructional practices for student learning and success, these common training components will provide a framework for school-wide focus and improvement initiatives. The following page depicts A+ College Ready’s three-year plan for embedding the 43 teaching elements into the A+ College Ready E3 training progression.

THE NEW ART AND SCIENCE OF TEACHING

FEEDBACK	CONTENT	CONTEXT
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <p>Assessment</p> <ol style="list-style-type: none"> 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students <p>A+ CR Instructional Model</p> <ul style="list-style-type: none"> Year 1 Year 2 Year 3 Model in Training School Responsibility Spice Rack 	<p>Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking Content 7. Processing Content 8. Recording and Representing Content <p>Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning <p>Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims <p>Strategies That Appear in <u>All</u> Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing 16. Highlighting Critical Information 17. Reviewing Content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on Information 22. Organizing Students to Interact 	<p>Engagement</p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reacting 24. Increasing Response Rates 25. Using Physical Movement 26. Maintaining a Lively Pace 27. Demonstrating Intensity and Enthusiasm 28. Presenting Unusual Information 29. Using Friendly Controversy 30. Using Academic Games 31. Providing Opportunities for Students to Talk About Themselves 32. Motivating and Inspiring Students <p>Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing Rules and Procedures 34. Organizing the Physical Layout of the Classroom 35. Demonstrating "Withitness" 36. Acknowledging Adherence to Rules and Procedures 37. Acknowledging Lack of Adherence to Rules and Procedures <p>Relationships</p> <ol style="list-style-type: none"> 38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions of Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

1ST 9-WEEKS

Thematic Idea: Finding My Place

Guiding Questions/Ideas: How do I find my voice?

Skills Focus:

Reading: Deciphering poetry; close reading to include annotation, distinguishing between fact and opinion, and discovering an author’s tone

Writing: Basic annotation skills, various poetry structures, character and literary analysis through AEC paragraphs

Grammar: Parts of speech review with a focus on prepositional and infinitive phrases

Listening/Speaking: Productive discussion skills through a Socratic seminar

Text Selections:

Primary Text: *Love That Dog* by Sharon Creech

Nonfiction Article: “So You Think You Can Just Adopt a Dog” by Anna Bahney

Poetry: “Hound on the Church Porch” by Robert Tristram Coffin and “Woman Work” by Maya Angelou

Short Story: “Stray” by Cynthia Rylant

Visual Text: Internet photographs (entitled “Snow Dog” in the 1st 9 Weeks Canvas resources)

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher’s discretion.*

2ND 9-WEEKS

Thematic Idea: Finding My Place

Guiding Questions/Ideas: How do I express myself?

Skills Focus:

Reading: Reading fiction, nonfiction, and poetry; close reading to include annotation, literary analysis, figurative language, and characterization; overview of comics/graphic novels as a storytelling medium

Writing: Basic annotation skills, sentence construction, combining, and composing, AEC paragraphs

Grammar: Sentence parts, phrases, and clauses, subject/verb agreement

Listening/Speaking: Presentation skills through individual and group discussions and projects

Text Selections:

Primary Text: *Out of My Mind* by Sharon Draper

Nonfiction: Various informational texts on communication devices

Short Story: “Eleven” by Sandra Cisneros

Visual Text: Comics and Graphic Novel resources

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher’s discretion.*

3RD 9-WEEKS

Thematic Idea: Finding My Place

Guiding Questions/Ideas: How can I be confident in my choices?

Skills Focus:

Reading: Understanding allusions, identifying irony and its effect on writing, identifying appeals in contemporary speeches

Writing: AEC paragraphs, using details to support main ideas, reflective narrative writing Grammar: Direct/Indirect objects, predicate adjectives/nominatives, clauses

Listening/Speaking: Listening for information/notetaking from video clips, productive group discussions and collaborative learning

Text Selections:

Primary Text: *The Wednesday Wars* by Gary D. Schmidt

Minor Works: The Plays of William Shakespeare

Nonfiction: “Riding is an Exercise of the Mind” by N. Scott Momaday; “Kennedy Primary Victory Speech”

Short Story: “Charles” by Shirley Jackson

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher’s discretion.*

4TH 9-WEEKS

Thematic Idea: Finding My Place

Guiding Questions/Ideas: How does knowledge help me survive?

Skills Focus:

Reading: Analyzing plot development, recognizing character development, identifying how conflict changes character, identifying tone, and other close reading skills

Writing: Focused practice on selecting evidence and writing commentary using AEC paragraph models

Grammar: Pronoun/Antecedent Agreement, review of sentence types and purposes

Listening/Speaking: Productive collaboration and discussion, oral presentations

Text Selections:

Primary Text: *Hatchet* by Gary Paulsen

Nonfiction: Articles on Survival

Optional Texts: Other works from previous nine-weeks

**This course also includes additional vocabulary and grammar resources with assessment suggestions that may be used at the teacher’s discretion.*

STANDARDS CHECKLIST				
ALCOS	1ST 9-WEEKS	2ND 9-WEEKS	3RD 9-WEEKS	4TH 9-WEEKS
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4	X	X	X	X
5		X	X	
6		X	X	
7	X	X	X	X
7a.	X	X	X	X
7b.	X	X	X	X
7c.	X		X	X
8	X	X	X	X
9	X	X	X	X
10	X	X	X	X
11	X	X	X	X
12	X		X	X
13				X
14				X
15	X	X	X	X
15a.	X	X	X	
15b.	X			X
15c.	X			X
16	X	X	X	
16a.	X			
17	X		X	
18	X	X		
19	X	X	X	X

STANDARDS CHECKLIST				
ALCOS	1ST 9-WEEKS	2ND 9-WEEKS	3RD 9-WEEKS	4TH 9-WEEKS
19a.	X	X		
19b.	X	X	X	
19c.		X		X
20	X		X	X
21	X			X
22	X	X	X	X
23			X	X
24	X	X	X	X
25	X	X	X	X
26	X		X	X
26a.	X		X	X
27	X	X	X	X
28	X		X	
29	X	X	X	X
30	X		X	X

UNIT NAME:

Finding My Place:

How do I find my voice?

RECOMMENDED TIME FRAME:

First Nine Weeks

UNIT OVERVIEW

The first nine-week period is designed to provide sixth graders with multiple opportunities to be successful in all facets of English class and to lay a foundation of skills on which they will build for the remainder of the year. Sixth grade is a critical time in a student’s life where he is trying to find his place in the world, along with a voice with which to speak his developing thoughts. During this grading period, students will read a highly accessible text of free-verse poetry in order to experience success of their own with reading, writing, and speaking. Grammar instruction will be a review of the parts of speech and a focus of identifying and writing with phrases. Students will learn basic annotation and close reading skills in order to discover a text’s mood and an author’s tone. By learning to distinguish between fact and opinion, students will learn how to have a productive discussion, ultimately participating in a Socratic seminar. Limiting the scope in the first nine weeks to just a few texts will allow teachers to explore the thematic idea of finding one’s place and voice more completely and will also provide more opportunities to focus on the complexity of specific skills students must master as they progress through 6th grade.

Texts for Study:

Primary Text: *Love That Dog* by Sharon Creech

Other Texts:

Nonfiction Article: “So You Think You Can Just Adopt a Dog” by Anna Bahney

Poetry: “Hound on the Church Porch” by Robert Tristram Coffin and “Woman Work” by Maya Angelou

Short Story: “Stray” by Cynthia Rylant

Visual Text: Internet photographs (entitled “Snow Dog” in the 1st 9 Weeks Canvas resources)

STANDARDS**ALCOS for English Language Arts: Recurring Standards, Grades 6-8**

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ALCOS for English Language Arts: Literacies, Grades 6-8

Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.

Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

Student Unit Progress Monitoring Document (coming in 2025)

Proficiency Scale(s) - found in Canvas resources

Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

Teachers are encouraged to use the provided vocabulary resources; these research-based recommendations offer a comprehensive approach to instruction, including word acquisition, study techniques, sample assessments, and assessment-building suggestions. Module 1 contains an overview of the entire vocabulary component; all other vocabulary resources are located in the Canvas resources.

Grammar:

Teachers are encouraged to use the research-based grammar program Daily Grammar Practice as part of their daily instruction. In conjunction with this program, A+CR provides an additional sentence list with weekly templates. A+CR sentence content complements the grade-level texts while mirroring the grammatical structure of sentences found in the original version of Daily Grammar Practice for this grade level*. Module 1 contains an overview of DGP, including suggestions for implementation. A+CR DGP sentence lists and optional templates are located in the Canvas resources; all other resources and answer keys needed to implement this program are found in the original grade-level teacher guide**.

*Grade 11 uses the 7th grade second edition only; Grade 12 uses the 8th grade second edition only.

**A teacher resource book is given to each participant as part of the grade-level training. If additional grade level books are needed, those may be purchased at www.dgppublishing.com.

UNIT 1: Finding My Place
How do I find my voice?

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Assign reading pp. 1-21 Vocabulary 	<ul style="list-style-type: none"> Middle School Resource Packet 	<ul style="list-style-type: none"> Parts of Speech Pattern Poems 	<ul style="list-style-type: none"> Annotate MC selection: "Hound on the Church Porch" 	<ul style="list-style-type: none"> Annotate MC selection: "Hound on the Church Porch"
WEEK 2	<ul style="list-style-type: none"> Assign reading pp. 22-36 Vocabulary 	<ul style="list-style-type: none"> Visual Analysis "Snow Dog" 	<ul style="list-style-type: none"> Visual Analysis "Snow Dog" 	<ul style="list-style-type: none"> Visual Analysis "Snow Dog" 	<ul style="list-style-type: none"> "Write Like an Author"
WEEK 3	<ul style="list-style-type: none"> Assign reading pp. 37-53 Vocabulary 	<ul style="list-style-type: none"> Concrete Poetry Activity 1 	<ul style="list-style-type: none"> "Stray" 	<ul style="list-style-type: none"> "Stray" 	<ul style="list-style-type: none"> "Stray"
WEEK 4	<ul style="list-style-type: none"> Assign reading pp. 54-72 Vocabulary 	<ul style="list-style-type: none"> Concrete Poetry Activity 2 	<ul style="list-style-type: none"> "Stray" 	<ul style="list-style-type: none"> "Stray" 	<ul style="list-style-type: none"> "Stray"
WEEK 5	<ul style="list-style-type: none"> Assign reading pp. 73-86 Vocabulary 	<ul style="list-style-type: none"> Concrete Poetry Activities 3-4 	<ul style="list-style-type: none"> Parts of Speech/ Literary Elements 	<ul style="list-style-type: none"> Parts of Speech/ Literary Elements 	<ul style="list-style-type: none"> Capitalization/ Punctuation
WEEK 6	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Analyzing Tone Through Parts of Speech 	<ul style="list-style-type: none"> Analyzing Character using <i>LtD</i> 	<ul style="list-style-type: none"> Analyzing Character using <i>LtD</i> 	<ul style="list-style-type: none"> Analyzing Character using <i>LtD</i>
WEEK 7	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Analyzing Character using <i>LtD</i> 	<ul style="list-style-type: none"> Analyzing Character using <i>LtD</i> 	<ul style="list-style-type: none"> Analyzing Character using <i>LtD</i> 	<ul style="list-style-type: none"> Prepositional/ Infinitive Phrases
WEEK 8	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Fact or Opinion 	<ul style="list-style-type: none"> Fact or Opinion 	<ul style="list-style-type: none"> Fact or Opinion 	<ul style="list-style-type: none"> Multiple Choice Practice
WEEK 9					

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Finding My Place:

How do I express myself?

RECOMMENDED TIME FRAME:

Second Nine Weeks

UNIT OVERVIEW

The second nine weeks period is designed to provide sixth graders with multiple opportunities to be successful in all facets of English class and continue to lay a foundation of skills on which they will build for the remainder of the year. During this grading period students will read a full-length fiction novel in order to experience success of their own in reading and writing. Grammar instruction will include review and practice of sentence construction, combining, and composition. Learning the different types of phrases and basic clauses will also be a focus. Students will learn introductory analysis and close reading skills in order to discover characterization, point of view, and compare informational texts. Through study of figurative language, students will learn to create effective topic sentences. The second nine weeks includes an introduction to comics and graphic novels as a storytelling medium, ultimately allowing students to create their own comic strip based on the novel. Throughout this in-depth study of the major work and other selections, teachers will lead students to find their place through self-expression.

Texts for Study:

Primary Text: *Out of My Mind* by Sharon Draper

Other Texts:

Nonfiction: Various informational texts on communication devices

Short Story: “Eleven” by Sandra Cisneros

Visual Text: Comics and Graphic Novel resources

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.
- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
- R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ALCOS for English Language Arts: Literacies, Grades 6-8

Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.

Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

Student Unit Progress Monitoring Document (coming in 2025)

Proficiency Scale(s) - found in Canvas resources

Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

Teachers are encouraged to use the provided vocabulary resources; these research-based recommendations offer a comprehensive approach to instruction, including word acquisition, study techniques, sample assessments, and assessment-building suggestions. Module 1 contains an overview of the entire vocabulary component; all other vocabulary resources are located in the Canvas resources.

Grammar:

Teachers are encouraged to use the research-based grammar program Daily Grammar Practice as part of their daily instruction. In conjunction with this program, A+CR provides an additional sentence list with weekly templates. A+CR sentence content complements the grade-level texts while mirroring the grammatical structure of sentences found in the original version of Daily Grammar Practice for this grade level*. Module 1 contains an overview of DGP, including suggestions for implementation. A+CR DGP sentence lists and optional templates are located in the Canvas resources; all other resources and answer keys needed to implement this program are found in the original grade-level teacher guide**.

*Grade 11 uses the 7th grade second edition only; Grade 12 uses the 8th grade second edition only.

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UNIT 2: Finding My Place
How do I express myself?

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Assign Ch. 1-6 Words Need a Voice, Activity 1 Vocabulary 	<ul style="list-style-type: none"> “Eleven” 	<ul style="list-style-type: none"> “Eleven” 	<ul style="list-style-type: none"> “Eleven” 	<ul style="list-style-type: none"> “Eleven”
WEEK 2	<ul style="list-style-type: none"> Assign Ch. 7-12 Vocabulary 	<ul style="list-style-type: none"> “Eleven” 	<ul style="list-style-type: none"> “Eleven” Point of View 	<ul style="list-style-type: none"> Point of View Subject/Verb Agreement 	<ul style="list-style-type: none"> Subject/Verb Agreement
WEEK 3	<ul style="list-style-type: none"> Assign Ch. 13-18 Vocabulary 	<ul style="list-style-type: none"> Sentence Scavenger Hunt 	<ul style="list-style-type: none"> Words Need a Voice Activity 2 	<ul style="list-style-type: none"> Words Need a Voice Activity 3 	<ul style="list-style-type: none"> Creating Effective A/TS
WEEK 4	<ul style="list-style-type: none"> Assign Ch. 19-24 Vocabulary 	<ul style="list-style-type: none"> Sentence Composing 	<ul style="list-style-type: none"> Creating Effective A/TS 	<ul style="list-style-type: none"> Creating Effective A/TS 	<ul style="list-style-type: none"> Creating Effective A/TS
WEEK 5	<ul style="list-style-type: none"> Assign Ch. 25-28 Vocabulary 	<ul style="list-style-type: none"> Sentence Composing 	<ul style="list-style-type: none"> Creating Effective A/TS 	<ul style="list-style-type: none"> Creating Effective A/TS 	<ul style="list-style-type: none"> “First Day”
WEEK 6	<ul style="list-style-type: none"> Assign Ch. 29-33 Vocabulary 	<ul style="list-style-type: none"> “First Day” 	<ul style="list-style-type: none"> “First Day” 	<ul style="list-style-type: none"> Sentence Structure Basics 	<ul style="list-style-type: none"> “First Day”
WEEK 7	<ul style="list-style-type: none"> Vocabulary Words Need a Voice, Activity 4 	<ul style="list-style-type: none"> “First Day” 	<ul style="list-style-type: none"> “First Day” 	<ul style="list-style-type: none"> Comics and Graphic Novel 	<ul style="list-style-type: none"> Comics and Graphic Novel
WEEK 8	<ul style="list-style-type: none"> Vocabulary Words Need a Voice, Activity 4 if needed 	<ul style="list-style-type: none"> Comics and Graphic Novel 	<ul style="list-style-type: none"> Comics and Graphic Novel 	<ul style="list-style-type: none"> Write Like an Author Resource 	<ul style="list-style-type: none"> Multiple Choice Practice
WEEK 9					

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Finding My Place:

How can I be confident in my choices?

RECOMMENDED TIME FRAME:

Third Nine Weeks

UNIT OVERVIEW

The third nine weeks period is designed to provide sixth graders with multiple opportunities to be successful in all facets of English class and continue to lay a foundation of skills on which they will build for the remainder of the year. During this grading period students will read another historical fiction novel in order to analyze historical and literary allusions with an emphasis on the works of William Shakespeare. Grammar instruction will include direct and indirect objects, predicate adjectives, predicate nominatives, and dependent clauses. Students will be provided opportunities to find and cite textual evidence to support main ideas including distinguishing logical and emotional appeals. Students will also be introduced to the three types of irony. The reflective writing lesson will provide an opportunity for students to showcase their ability to write well.

Texts for Study:

Primary Text: *The Wednesday Wars* by Gary D. Schmidt

Other Works:

Minor Works: The Plays of William Shakespeare

Nonfiction: “Riding is an Exercise of the Mind” by N. Scott Momaday; “Kennedy Primary Victory Speech”

Short Story: “Charles” by Shirley Jackson

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

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- R2. Use context clues to determine meanings of unfamiliar spoken or written words.
- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
- R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

Student Unit Progress Monitoring Document (coming in 2025)

Proficiency Scale(s) - found in Canvas resources

Sample Summative Assessment(s) [ALSDE ACAP and ACT Resources](#)

Vocabulary:

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Grammar:

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UNIT 3: Finding My Place
How can I be confident in my choices?

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> • WW Ch. 1-2 • Vocabulary 	<ul style="list-style-type: none"> • <i>Welcome to the '60s</i> PPT • Allusion 	<ul style="list-style-type: none"> • Allusion 	<ul style="list-style-type: none"> • Predicate Nominative/ Predicate Adjective 	<ul style="list-style-type: none"> • Introducing Shakespeare
WEEK 2	<ul style="list-style-type: none"> • WW Ch. 3-4 • Vocabulary 	<ul style="list-style-type: none"> • <i>Merchant of Venice</i> PPT • September Allusions 	<ul style="list-style-type: none"> • Direct/Indirect Objects 	<ul style="list-style-type: none"> • <i>The Tempest</i> PPT • October Allusions 	<ul style="list-style-type: none"> • Main Idea
WEEK 3	<ul style="list-style-type: none"> • WW Ch. 5-6 • Vocabulary 	<ul style="list-style-type: none"> • <i>Macbeth</i> PPT • November Allusions 	<ul style="list-style-type: none"> • Main Idea 	<ul style="list-style-type: none"> • <i>Romeo and Juliet</i> PPT • December Allusions 	<ul style="list-style-type: none"> • Main Idea
WEEK 4	<ul style="list-style-type: none"> • WW Ch. 7-8 • Vocabulary 	<ul style="list-style-type: none"> • Main Idea 	<ul style="list-style-type: none"> • Main Idea • <i>Julius Caesar</i> PPT 	<ul style="list-style-type: none"> • Irony 	<ul style="list-style-type: none"> • January and February Allusions
WEEK 5	<ul style="list-style-type: none"> • WW Ch.9-10 • Vocabulary 	<ul style="list-style-type: none"> • Irony 	<ul style="list-style-type: none"> • <i>Hamlet</i> PPT • March Allusions 	<ul style="list-style-type: none"> • Dependent Clauses 	<ul style="list-style-type: none"> • <i>Much Ado</i> PPT • April Allusions
WEEK 6	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • May and June Allusions 	<ul style="list-style-type: none"> • Reflective Narrative Writing 	<ul style="list-style-type: none"> • Reflective Narrative Writing 	<ul style="list-style-type: none"> • Reflective Narrative Writing
WEEK 7	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Logical/ Emotional Appeals 	<ul style="list-style-type: none"> • Logical/ Emotional Appeals 	<ul style="list-style-type: none"> • Logical/ Emotional Appeals 	<ul style="list-style-type: none"> • Logical/ Emotional Appeals
WEEK 8	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Three Levels of Reading "Charles" 	<ul style="list-style-type: none"> • Three Levels of Reading "Charles" 	<ul style="list-style-type: none"> • Three Levels of Reading "Charles" 	<ul style="list-style-type: none"> • Multiple Choice Practice
WEEK 9					

Note: Teachers must allot time for discussing assigned readings and developing assessments as needed.

UNIT NAME:

Finding My Place:

How does knowledge help me survive?

RECOMMENDED TIME FRAME:

Fourth Nine Weeks

UNIT OVERVIEW

The fourth nine weeks period is designed to provide sixth graders with multiple opportunities to be successful in all facets of English class and prepare students for the rigors of seventh grade. During this grading period students will read a survival fiction novel through which they will analyze characterization by examining conflict and plot development. Grammar instruction will focus on subject/verb agreement and pronoun agreement. Tone will be reinforced through the use of visual cues. Students will also distinguish genre characteristics between ode, ballad, and epic poetry, as well as science fiction literature.

Texts for Study:

Primary Text: *Hatchet* by Gary Paulsen

Other Texts:

Nonfiction: Articles on Survival

Optional Texts: Other works from previous nine-weeks

STANDARDS

ALCOS for English Language Arts: Recurring Standards, Grades 6-8

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.
- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
- R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ALCOS for English Language Arts: Literacies, Grades 6-8

Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.

Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

RESOURCES

Student Unit Progress Monitoring Document (coming in 2025)

Proficiency Scale(s) - found in Canvas resources

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UNIT 4: Finding My Place
How does knowledge help me survive?

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Survival Activity 	<ul style="list-style-type: none"> Survival Activity 	<ul style="list-style-type: none"> Survival Activity 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 1 Assign Ch. 1-5
WEEK 2	<ul style="list-style-type: none"> Assign Ch. 6-10 Vocabulary 	<ul style="list-style-type: none"> <i>Hatchet</i> Web Search 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 2 Passage A 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 2 Passage B 	<ul style="list-style-type: none"> <i>Hatchet</i> Dialectical Journal Project
WEEK 3	<ul style="list-style-type: none"> Assign Ch. 11-15 Vocabulary 	<ul style="list-style-type: none"> <i>Hatchet</i> Dialectical Journal Project 	<ul style="list-style-type: none"> Introduction to Pronouns PPT 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 2 Passage C 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 2 Passage D
WEEK 4	<ul style="list-style-type: none"> Assign Ch. 16- Epilogue Vocabulary 	<ul style="list-style-type: none"> <i>Hatchet</i> Dialectical Journal Project 	<ul style="list-style-type: none"> Pronoun Agreement PPT/Activity 1 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 2 Passage E 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 2 Passage F
WEEK 5	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> <i>Hatchet</i> Dialectical Journal Project 	<ul style="list-style-type: none"> Pronoun Agreement Activity 2 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 2 Passage G 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 2 Passage H
WEEK 6	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> <i>Hatchet</i> Dialectical Journal Project 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 3 	<ul style="list-style-type: none"> Determining Tone 	<ul style="list-style-type: none"> <i>Hatchet</i> Vivid Verbs <i>Hatchet</i> Tic Tac Toe
WEEK 7	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 4 	<ul style="list-style-type: none"> Multiple Choice Practice 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 5 	<ul style="list-style-type: none"> <i>Hatchet</i> Activity 6
WEEK 8	<ul style="list-style-type: none"> Poetry and Sci-Fi Vocabulary 	<ul style="list-style-type: none"> Final Literary Project 	<ul style="list-style-type: none"> Final Literary Project 	<ul style="list-style-type: none"> Final Literary Project 	<ul style="list-style-type: none"> Final Literary Project
WEEK 9					

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