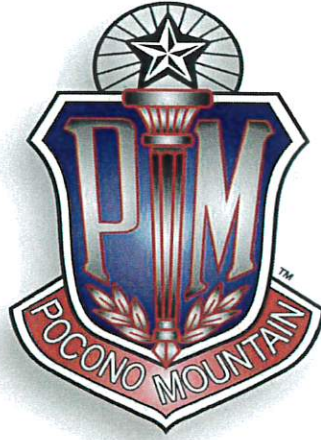




POCONO MOUNTAIN SCHOOL DISTRICT

**English Language Arts
Common Core Standards
Grade 6**

Common Core Alignment

READING STANDARDS—LITERATURE

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Integration of Knowledge and Ideas

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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RL.6.8 (Not applicable to literature)

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Range of Reading and Level of Text Complexity

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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READING STANDARDS—INFORMATIONAL TEXT

Key Ideas and Details

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Craft and Structure

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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Integration of Knowledge and Ideas

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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Range of Reading and Level of Text Complexity

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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WRITING STANDARDS

Text Types and Purposes

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.1.D Establish and maintain a formal style.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.1.E Provide a concluding statement or section that follows from the argument presented.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.2.E Establish and maintain a formal style.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.3.E Provide a conclusion that follows from the narrated experiences or events.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Research to Build and Present Knowledge

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.9.A Apply grade 6 Reading standards to literature (e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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W.6.9.B Apply grade 6 Reading standards to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Range of Writing

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Presentation of Knowledge and Ideas

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit	5A	5B	6C	6D	6E	6F	6G	Grammar
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SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit	5A	5B	6C	6D	6E	6F	6G	Grammar
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SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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LANGUAGE STANDARDS

Conventions of Standard English

Note: Amplify's grammar resources—the digital grammar unit and the *Mastering Conventions* PDF resources—contain teaching and practice materials to support the grades 6–8 conventions standards. Teachers use Amplify's Grammar Pacing Guide to best determine how to integrate these lessons into each grade to ensure effective standards instruction. (Note: A standard listing for the standards associated with the *Mastering Conventions* PDF is available separately.)

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.1.B Use intensive pronouns (e.g., myself, ourselves).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.2.B Spell correctly.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.3.B Maintain consistency in style and tone.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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Vocabulary Acquisition and Use

Note: Students use the Vocab App to work with words from the unit texts, as well as key academic vocabulary. The app is adaptive, so words will vary according to each student's level of mastery. Regardless of level, students cycle through a range of vocabulary activities that support work across the vocabulary standards.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar
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L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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L.6.5.A Interpret figures of speech (e.g., personification) in context.

Unit	6A	6D	6C	6D	6E	6F	6G	Grammar	
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L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).

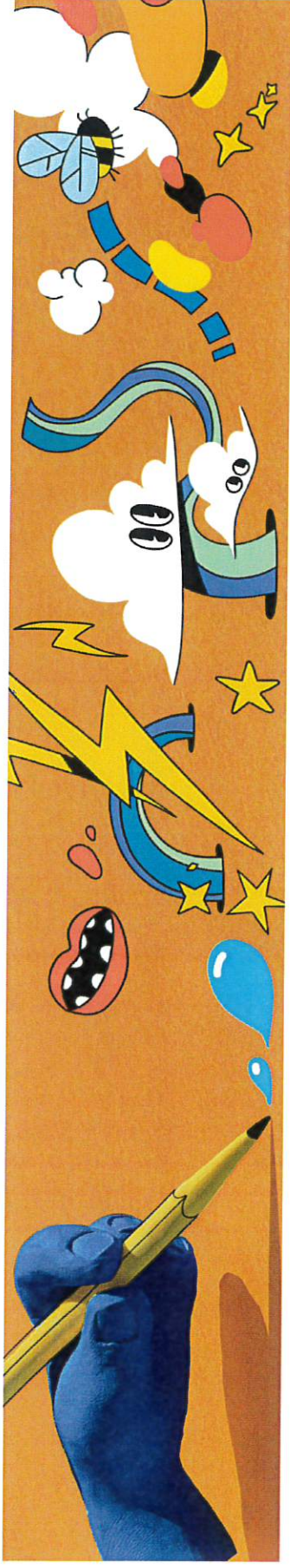
Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit	6A	6B	6C	6D	6E	6F	6G	Grammar	
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Grade 6 curriculum map

6A: Dahl & Narrative



Unit summary

Students begin with narrative writing to quickly boost their writing production, learn the foundational skill of Focus, and become comfortable with key classroom habits and routines they will use all year. Equally important, teachers use this focus on narrative to establish a strong, targeted feedback cycle and to create a vibrant classroom community of readers and writers where diverse experiences and perspectives are at the center of instruction. Students then apply their new observational skills to lively readings from Roald Dahl's memoir *Boy: Tales of Childhood* and learn how to work closely with textual evidence.

Roald Dahl's 1984 memoir describes a childhood filled with contrasts of love and cruelty, mischievousness and suffering, humor and anguish. All the sensitivity, bravado, and drama of childhood are present, conveyed in the adult Dahl's compact, powerful prose, brimming with sensory detail. Lessons target Dahl's ability to describe a complexity of emotions over the arc of one's experiences and emphasize Dahl's use of language and structure to convey his central ideas. At the end of the unit, students write an essay arguing whether the boys or the adults cause more trouble in the book.

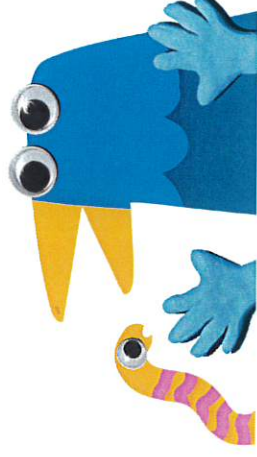
1090L QL:2 RT:2

Rationale(s) for QL

- The subject matter relies on little discipline knowledge and/or is fully explained
- Language includes some complex words or usage and/or sentence complexity

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics.



Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (10 lessons)
- SU3: Boy: *Tales of Childhood* by Roald Dahl (12 lessons)

Summative assessments

- SU4: Write an Essay: Argumentative (4 lessons)
- Dahl & Narrative Unit Reading Assessment

Essay prompt

Who does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.

Vocabulary module

Context Clues

Focus Standards

- CCSS.ELA-Literacy.RI.6.1
- CCSS.ELA-Literacy.RI.6.2
- CCSS.ELA-Literacy.RI.6.3
- CCSS.ELA-Literacy.RI.6.4
- CCSS.ELA-Literacy.RI.6.5
- CCSS.ELA-Literacy.RI.6.6
- CCSS.ELA-Literacy.W.6.1
- CCSS.ELA-Literacy.W.6.1.A
- CCSS.ELA-Literacy.W.6.1.B
- CCSS.ELA-Literacy.W.6.1.C
- CCSS.ELA-Literacy.W.6.1.D
- CCSS.ELA-Literacy.W.6.2
- CCSS.ELA-Literacy.W.6.3
- CCSS.ELA-Literacy.W.6.3.B
- CCSS.ELA-Literacy.W.6.3.D
- CCSS.ELA-Literacy.W.6.4
- CCSS.ELA-Literacy.W.6.5
- CCSS.ELA-Literacy.W.6.6
- CCSS.ELA-Literacy.SL.6.1.B
- CCSS.ELA-Literacy.SL.6.1.C
- CCSS.ELA-Literacy.SL.6.2
- CCSS.ELA-Literacy.L.6.2.B
- CCSS.ELA-Literacy.L.6.3
- CCSS.ELA-Literacy.L.6.4.C
- CCSS.ELA-Literacy.L.6.4.D

Texts in the unit

Core text

- Boy: *Tales of Childhood* by Roald Dahl I/LN, 1090L

Extra texts

- Excerpt from *The Adventures of Tom Sawyer* by Mark Twain
- Excerpt from *Tony Hawk: Professional Skateboarder* by Tony Hawk and Sean Mortimer I/LN
- Excerpt from *The Story of My Life* by Helen Keller I/H
- Excerpt from *The Secret Garden* by Frances Hodgson Burnett L/S
- Excerpts from *Inside Out & Back Again* by Thanhha Lai L/S



6B: Mysteries & Investigations



Unit summary

Students read like an investigator to embark on a multi-genre study into the mesmerizing world of scientific and investigative sleuthing. *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain and Sir Arthur Conan Doyle's Sherlock Holmes stories take place in the late 19th century, when medical diagnostics and criminal investigations were still evolving into scientific fields.

The lessons based on *The Secret of the Yellow Death* challenge students to grapple with clues, evidence, and scientific data to make meaning and support their own claims as Dr. Walter Reed and his team of scientific investigators collaborate with their Cuban counterparts to seek the truth about yellow fever. Students explore the ethics of the team's experiments and consider how current scientists and health workers approach issues of public health. Students' work with tracing the evidence in *The Secret of the Yellow Death* helps them as they move on to closely read two Sherlock Holmes stories, breaking down observations of a crime scene to understand how the detective breaks seemingly unsolvable mysteries wide open. At the end of the unit, students write an essay explaining which trait is most useful to problem-solving investigators.



QT: 750L–1170L

QL: 3

RT: 3

Rationale(s) for QL

- Language includes some complex words or usage and/or sentence complexity
- The subject matter requires some discipline-specific knowledge but references are largely explained

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: Fever (1 lesson)
- SU2: *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain (15 lessons)
- SU3: "The Speckled Band" by Sir Arthur Conan Doyle (6 lessons)
- SU4: "The Red-Headed League" by Sir Arthur Conan Doyle (4 lessons)

Summative assessments

- SU5: Write an Essay: Informative (5 lessons)
- Mysteries & Investigations Unit Reading Assessment

Essay prompt

People—like scientists, detectives, and health workers—take many approaches to solving problems. They may take bold and brave action, work methodically, think carefully and logically, collaborate with others, or try new approaches.

Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?

Include two examples of individuals demonstrating this characteristic in your response.

Vocabulary module

Connotations and Denotations

Focus Standards

- CCSS.ELA-Literacy.RL.6.1
- CCSS.ELA-Literacy.RL.6.3
- CCSS.ELA-Literacy.RL.6.5
- CCSS.ELA-Literacy.RL.6.2
- CCSS.ELA-Literacy.RL.6.3
- CCSS.ELA-Literacy.RL.6.5
- CCSS.ELA-Literacy.RL.6.6
- CCSS.ELA-Literacy.RL.6.7
- CCSS.ELA-Literacy.RL.6.8
- CCSS.ELA-Literacy.RL.6.9
- CCSS.ELA-Literacy.W.6.1
- CCSS.ELA-Literacy.W.6.2
- CCSS.ELA-Literacy.W.6.2.A
- CCSS.ELA-Literacy.W.6.2.B
- CCSS.ELA-Literacy.W.6.2.C
- CCSS.ELA-Literacy.W.6.2.D
- CCSS.ELA-Literacy.W.6.2.E
- CCSS.ELA-Literacy.W.6.2.F
- CCSS.ELA-Literacy.W.6.3
- CCSS.ELA-Literacy.W.6.4
- CCSS.ELA-Literacy.W.6.5
- CCSS.ELA-Literacy.W.6.6
- CCSS.ELA-Literacy.W.6.9.B
- CCSS.ELA-Literacy.SL.6.1
- CCSS.ELA-Literacy.L.6.2.B
- CCSS.ELA-Literacy.L.6.3.B

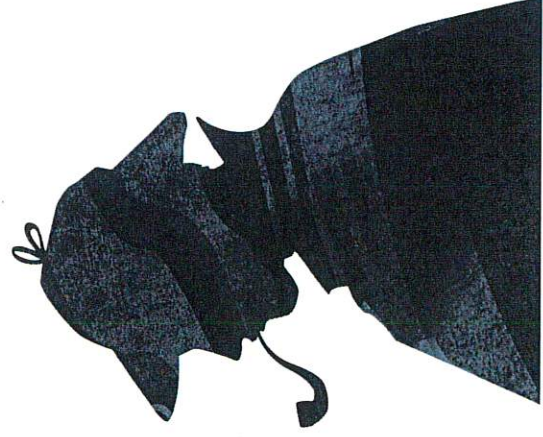
Texts in the unit

Core texts

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain I/H, 1010L
- Fever 1793 by Laurie Halse Anderson L/S, 750L
- Letter from Mabel H. Lazear to Dr. James Carroll I/H, 1160L
- "Yellow Fever Circles Brazil's Huge Cities" by Shasta Darlington and Donald G. McNeil Jr. from *The New York Times* I/H, 1170L
- The Hippocratic Oath I/S&T, 990L
- "The Speckled Band" by Sir Arthur Conan Doyle L/S, 1090L
- "The Red-Headed League" by Sir Arthur Conan Doyle L/S, 1070L

Extra texts

- "See It Through" by Edgar Guest L/P
- Excerpt from "Outwitting Nature's Greatest Killer" by Mark Johnson, Mark Hoffman, & Devi Shastri I/S&T
- Excerpt from "Young Goodman Brown" by Nathaniel Hawthorne L/S
- Excerpt from "A Mysterious Visit" by Mark Twain L/S



6C: The Chocolate Collection



Unit summary

In this Collection, students explore primary documents and conduct independent research to understand the diverse roles that chocolate has played in cultures around the world.

These primary and secondary articles, artifacts, and images cover the 3,700-year history of chocolate and take students on an odyssey from ancient times in Mexico (including the Olmec, Mayan, and Aztec people and their cultures) through to current issues in chocolate production (including the movement for better labor practices and reduced habitat destruction). Students build information literacy skills, learn how to craft and answer a research question, and collaborate to draft procedures for and conduct a Socratic seminar. They learn how to construct an evidence-based argument, and use those skills to write a short piece aimed at convincing readers that their favorite kind of chocolate is the best, debate whether or not chocolate should be included in school lunches, and draft a persuasive letter to a local candy store owner.

Throughout these activities, students learn to develop their positions by identifying and researching primary and secondary source documents and constructing explanations and arguments on solid, relevant evidence and information. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research project—part essay, part interactive timeline.



QT: 860L–1540L

QL: 4

RT: 4

Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language includes some complex words or usage and/or sentence complexity
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

- Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Argumentative Writing and Collection Research (4 lessons)
- SU4: Debate and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay: Research-based Informative or Argumentative (6 lessons); Multimedia Project (2 lessons)
- The Chocolate Collection Unit Reading Assessment

Essay prompt

Research Option 1: Chocolate and Slavery

When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.

Research Option 2: Chocolate = Happiness...or Does It?

Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection and on the Internet to find the information you need. Be ready to make a claim and cite sources.

Vocabulary module

Greek and Latin Roots

Focus Standards

- CCSS.ELA-Literacy.RL.6.7
- CCSS.ELA-Literacy.W.6.4
- CCSS.ELA-Literacy.RI.6.1
- CCSS.ELA-Literacy.W.6.5
- CCSS.ELA-Literacy.RI.6.8
- CCSS.ELA-Literacy.W.6.6
- CCSS.ELA-Literacy.W.6.1
- CCSS.ELA-Literacy.W.6.7
- CCSS.ELA-Literacy.W.6.1.A
- CCSS.ELA-Literacy.W.6.8
- CCSS.ELA-Literacy.W.6.1.B
- CCSS.ELA-Literacy.W.6.9
- CCSS.ELA-Literacy.W.6.1.D
- CCSS.ELA-Literacy.SL.6.1.D
- CCSS.ELA-Literacy.W.6.1.E
- CCSS.ELA-Literacy.SL.6.3
- CCSS.ELA-Literacy.W.6.2
- CCSS.ELA-Literacy.SL.6.5
- CCSS.ELA-Literacy.W.6.2.A
- CCSS.ELA-Literacy.SL.6.6
- CCSS.ELA-Literacy.W.6.2.B
- CCSS.ELA-Literacy.L.6.2
- CCSS.ELA-Literacy.W.6.2.E
- CCSS.ELA-Literacy.L.6.2.B
- CCSS.ELA-Literacy.W.6.2.F
- CCSS.ELA-Literacy.L.6.3

Texts in the unit

Core texts

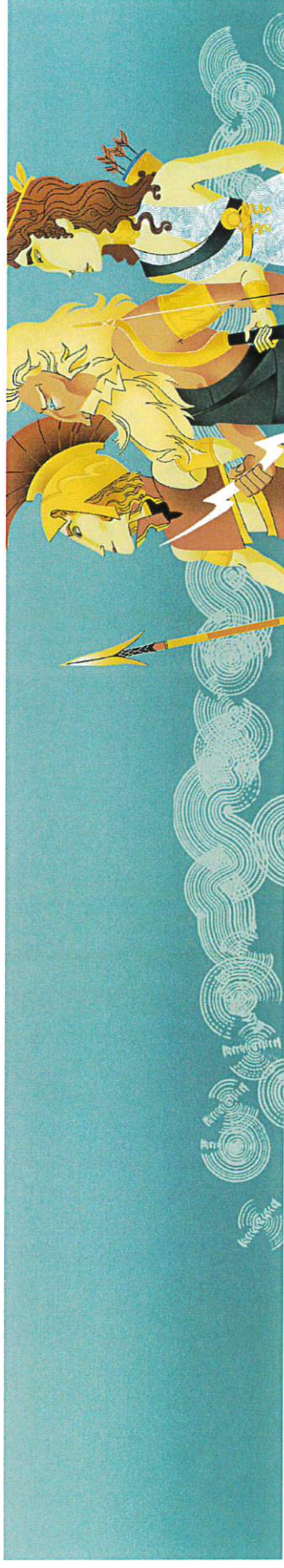
- "Prehistoric Americans Traded Chocolate for Turquoise?" by Christine Dell'Amor from *National Geographic News* I/H, 1360L
- Letter from Lord Rothschild to Laurence Fish I/H, 1120L
- "Pilot Dropped Candy into Hearts of Berlin" by *ABC News* I/H, 1040L
- Appendix C Statement from *Labour in Portuguese West Africa* by William A. Cadbury I/H, original version: 1650L, adapted version: 1410L, paraphrased version: 1050L
- "Is It Fair to Eat Chocolate?" from *Skippping Stones* by Deborah Dunn I/LN, 1020L
- "Eat More Chocolate, Win More Nobels?" by Karl Ritter and Marilyn Marchione from *Associated Press* I/S&T, 1310L
- "Can Chocolate Be Good for My Health?" by Katherine Zeratsky, R.D., L.D. I/S&T, 1110L
- "Dark Chocolate: A Bittersweet Pill to Take" by Mary Brophy Marcus from *USA Today* I/H, 1540L
- "Chocolate" from *American Smooth* by Rita Dove L/P, Lexile n/a.
- Act I, Scene Eight from *Così fan tutte: English National Opera Guide* 22 L/D, Lexile n/a.
- *Chocolat* by Joanne Harris L/S, 860L
- *The Dharma Burns* by Jack Kerouac L/S, 970L
- "The Sweet Lure of Chocolate" by Jim Spadaccini I/H, 970L
- "The Tropics" from *The Story of Chocolate* by National Confectioners Association's Chocolate Council I/S&T, 1110L
- "Good Harvest" by Karen E. Lange from *All Animals* magazine/The Humane Society of the United States I/H, 1190L

Extra texts

- Excerpt from *The Autobiography of Benjamin Franklin* by Benjamin Franklin I/H
- Excerpt from *Life on the Mississippi* by Mark Twain I/H
- Excerpt from *A History of US 10: All the People Since 1945* by Joy Hakim I/H



6D: The Greeks



Unit summary

Students closely explore and analyze three stories from Greek mythology: Prometheus, Odysseus, and Arachne. Drawing on the routines and skills established in previous units, these lessons ask students to move from considering the state of a single person—themselves or a character—to contemplating broader questions concerning the role people play in the world and the various communities they inhabit. Independent reading assignments provide students the opportunity to explore additional Greek, Roman, and Middle Eastern myths.

“Prometheus” is an excerpt from Bernard Evslin’s book *Heroes, Gods and Monsters of the Greek Myths*. This myth raises a number of engaging questions about justice, responsibility, and what it means to be human. Homer’s epic poem *The Odyssey* recounts the story of Odysseus as he makes his journey home from the Trojan War. These lessons challenge students to consider how character traits can be both beneficial and harmful, and what constitutes leadership. “Arachne,” a poem by Ted Hughes, offers a retelling of Ovid’s original tale of the weaver Arachne asserting herself in front of the more powerful Minerva. In this sub-unit, students confront the question of how humans should conduct themselves and the line between pride and arrogance. Each of these myths shows characters debating big questions about human nature, and students examine various perspectives. Students also have the opportunity to write variations of two of these myths, showcasing their own perspectives on the themes of honor and justice. At the end of the unit, students write an essay arguing whether characters from two of the myths are destroyed by their pride.



QT: 870L–1270L
●●●●●

QL: 4
●●●●○

RT: 3
●●●○○

Rationale(s) for QL

- Levels of meaning and theme are multiple, ambiguous, and/or revealed over the course of the text
- Language includes some complex words or usage and/or sentence complexity

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: Prometheus (6 lessons)
- SU2: Odysseus (7 lessons)
- SU3: Arachne (6 lessons)

Summative assessments

- SU4: Write an Essay: Argumentative (5 lessons)
- The Greeks Unit Reading Assessment

Quest

- *Myth World*

Essay prompt

Using two of the following characters—the humans from “Prometheus,” Odysseus from *The Odyssey*, or Arachne from “Arachne”—answer the following question: Are humans destroyed by their pride? Why or why not? Use your answer to stake a claim about whether or not these characters have been destroyed by their pride. Be sure to support your claim with textual evidence.

Vocabulary module

Synonyms and Antonyms

Focus Standards

- CCSS.ELA-Literacy.RL.6.1
- CCSS.ELA-Literacy.RL.6.2
- CCSS.ELA-Literacy.RL.6.3
- CCSS.ELA-Literacy.RL.6.5
- CCSS.ELA-Literacy.RL.6.6
- CCSS.ELA-Literacy.RL.6.9
- CCSS.ELA-Literacy.W.6.1
- CCSS.ELA-Literacy.W.6.1.A
- CCSS.ELA-Literacy.W.6.1.B
- CCSS.ELA-Literacy.W.6.1.C
- CCSS.ELA-Literacy.W.6.1.D
- CCSS.ELA-Literacy.W.6.4
- CCSS.ELA-Literacy.L.6.2

Texts in the unit

Core texts

- “Prometheus” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L
- “Daedalus” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L
- “Demeter” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L
- *The Odyssey* by Homer, translated by E.V. Rieu L/S, 1140L
- “Arachne” from *Selected Tales from Ovid* by Ted Hughes L/S, Lexile n/a
- *The Arabian Nights’ Entertainments*, “Second Voyage,” by Andrew Lang L/S, 1270L

Extra texts

- Excerpt from *Prometheus Bound* by Aeschylus L/S
- Excerpt from *A Wonder Book and Tanglewood Tales for Girls and Boys*, “Circe’s Palace,” by Nathaniel Hawthorne, L/S
- Excerpt from “The Picture Minerva Wove” by Carolyn Sherwin Bailey L/S



6E: Summer of the Mariposas



Unit summary

Students read *Summer of the Mariposas* by Guadalupe Garcia McCall, a novel that follows the journey of the Garza sisters into Mexico and back. Students dive into this retelling of *The Odyssey* through a contemporary Latinx lens as they explore sibling and extended-family relationships. Instead of the traditional portrait of an independent male hero, students follow five fully drawn sisters as they work together to take their version of the traditional hero's journey, fighting their own battles, having adventures, and navigating relationships as they journey to find themselves, each other, and their family. Using the hero's journey structure and Homer's *Odyssey* as inspiration, McCall creates a world in which Mexican folklore and Aztec legends are woven into the more realistic experiences of Odilia and her sisters.

Over the course of the unit, students consider how characters change and develop, compare McCall's retelling to episodes from Homer's *Odyssey*, contrast the sisters' fictional journey to the nonfiction account of a migrant boy's journey, and create a map of this hero's journey. Students also research Aztec mythology to create their Aztec lotería card for the classroom gallery, explore the symbolism of the *mariposa*, and participate in fishbowl discussions to collaboratively discuss a central theme of the meaning of family. After completing the novel, students write an essay explaining what allows one of the heroes of *Summer of the Mariposas* to be successful in specific moments.



QT: 840L–1140L



QL: 3



RT: 4



Rationale(s) for QL

- Levels of meanings and/or theme may be conveyed with some subtlety.
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

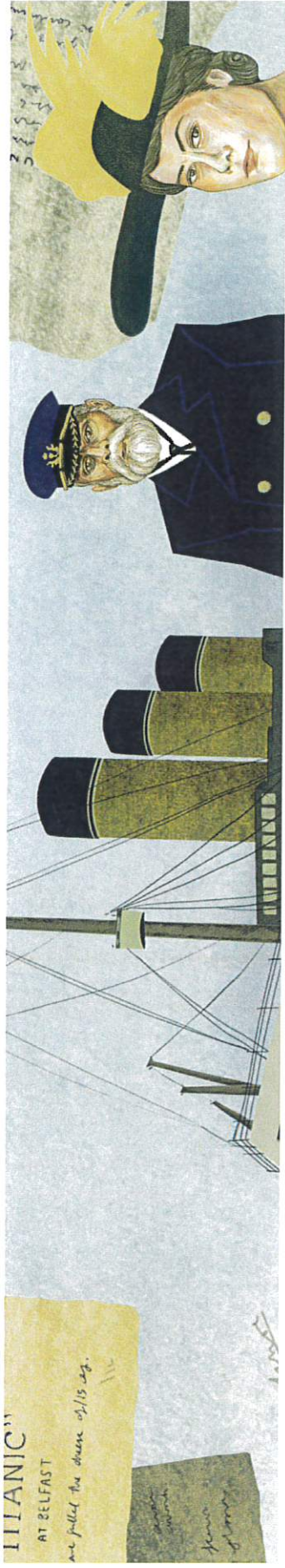
Sub-units and # of lessons	Vocabulary module	Texts in the unit
Core lessons - SU1: <i>Summer of the Mariposas</i> by Guadalupe Garcia McCall (20 lessons) Summative assessments - SU2: Write an Essay: Informative (5 lessons) - Summer of the Mariposas Unit Reading Assessment	Figurative Language - CCSS.ELA-Literacy.RL.6.1 - CCSS.ELA-Literacy.RL.6.2 - CCSS.ELA-Literacy.RL.6.3 - CCSS.ELA-Literacy.RL.6.4 - CCSS.ELA-Literacy.RL.6.5 - CCSS.ELA-Literacy.RL.6.6 - CCSS.ELA-Literacy.RL.6.7 - CCSS.ELA-Literacy.RL.6.9 - CCSS.ELA-Literacy.RL.6.9 - CCSS.ELA-Literacy.W.6.1 - CCSS.ELA-Literacy.W.6.2 - CCSS.ELA-Literacy.W.6.2.A - CCSS.ELA-Literacy.W.6.2.B	Core texts <i>Summer of the Mariposas</i> by Guadalupe Garcia McCall L/S, 840L <i>The Odyssey</i>, a graphic novel by Gareth Hinds L/S, 940L <i>The Odyssey</i> by Homer, translated by E.V. Rieu L/S, 1140L <i>Enrique's Journey</i> by Sonia Nazario I/LN, 860L Extra texts - Excerpt from "The Boy and the Bayonet" by Paul Laurence Dunbar L/S - Excerpt from <i>A Wonder Book and Tanglewood Tales for Girls and Boys</i> by Nathaniel Hawthorne, "The Minotaur" L/S "Mariposa" by Edna St. Vincent Millay L/S

Essay prompt

What is a special characteristic or source of strength for one of the Garza sisters? How does this characteristic or strength help her succeed in any two moments of her hero's journey?



6F: The *Titanic* Collection



Unit summary

In this Collection, students explore documents and conduct independent research to better understand what really happened on the fateful night in 1912 when the *Titanic* sank in the North Atlantic Ocean. Students build information literacy skills and learn what information can be gleaned from research artifacts like menus from the *Titanic*'s first-, second-, and third-class dining rooms; photos and drawings of the ship; transcripts of the final telegraph communications; and newspaper accounts of the sinking and its aftermath. They are each assigned a passenger from the *Titanic*'s manifest and consider gender and class issues as they research and write narrative accounts from the point of view of their passenger. They also participate in a Socratic seminar in which they rely on their research to examine the complicated issues inherent in the *Titanic* story.

Throughout these activities, students learn to tell the difference between primary, secondary, and tertiary sources; determine if a source is reliable; and understand the ethical uses of information. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part essay, part multimedia project.



QT: 800L-1620L



QL: 4



RT: 4



Rationale(s) for QL

- Text structure is generally straightforward and contains features essential to comprehension
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Passport and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay: Research-based Informative or Argumentative (6 lessons); Multimedia Project (2 lessons)
- The *Titanic* Collection Unit Reading Assessment

Essay prompt

Research Option 1: Who's to blame for the loss of life on the *Titanic*?

Research a list of several parties involved in the tragedy. Some options include the *Titanic*'s Captain Smith, the telegraph officers, the *Titanic*'s lookouts, the captain of the *Carpathia*, and the White Star Line's owners and shipbuilders.

Research Option 2: Who were the *Titanic* orphans?

Write an informative essay detailing the experience of the two young children known as the *Titanic* Orphans.

Vocabulary module

Prefixes and Suffixes

Focus Standards

- CCSS.ELA-Literacy.RI.6.1
- CCSS.ELA-Literacy.W.6.5
- CCSS.ELA-Literacy.RI.6.7
- CCSS.ELA-Literacy.W.6.6
- CCSS.ELA-Literacy.RI.6.9
- CCSS.ELA-Literacy.W.6.7
- CCSS.ELA-Literacy.W.6.1
- CCSS.ELA-Literacy.W.6.8
- CCSS.ELA-Literacy.W.6.1.A
- CCSS.ELA-Literacy.W.6.9
- CCSS.ELA-Literacy.W.6.1.B
- CCSS.ELA-Literacy.SL.6.1
- CCSS.ELA-Literacy.W.6.1.D
- CCSS.ELA-Literacy.SL.6.1.C
- CCSS.ELA-Literacy.W.6.1.E
- CCSS.ELA-Literacy.SL.6.2
- CCSS.ELA-Literacy.W.6.2
- CCSS.ELA-Literacy.SL.6.4
- CCSS.ELA-Literacy.W.6.2
- CCSS.ELA-Literacy.SL.6.5
- CCSS.ELA-Literacy.W.6.2.A
- CCSS.ELA-Literacy.SL.6.6
- CCSS.ELA-Literacy.W.6.2.B
- CCSS.ELA-Literacy.L.6.2
- CCSS.ELA-Literacy.W.6.2.E
- CCSS.ELA-Literacy.L.6.2.B
- CCSS.ELA-Literacy.W.6.2.F
- CCSS.ELA-Literacy.L.6.3.B
- CCSS.ELA-Literacy.W.6.3.A



Texts in the unit

Core texts

- Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror* by Jay Henry Mowbray, Ph.D., LL.D I/H, original version: 1500L, adapted version: 1200L, paraphrased version: 1000L
- A Letter from Mary Lines I/H, 800L
- "Testimony of Olaus Abelseth" from United States Senate Inquiry I/H
- Chapter 7—"There Is Your Beautiful Nightdress Gone" from *A Night to Remember* by Walter Lord I/H, 1120L
- Various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic* I/H
- Chapter 6—"Women and Children First!" from *Sinking of the Titanic and Great Sea Disasters* by Logan Marshall (I/H, original version: 1330L, adapted version: 1270L, paraphrased version: 960L
- Untitled Poem read at the *Titanic* Memorial Dedication in Belfast, Ireland—June 1920, anonymous L/P
- "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from *Titanic* Are Hers." from *The New York Times* I/H, 1170L
- "Discovery of the *Titanic*" by Lapham's Quarterly editors I/H, 1170L
- "Rusticles on *Titanic* Contain New Iron-Eating Bacteria. Study Says" by Jack Phillips from *Epoch Times* I/S&T, 1350L
- "The Iceberg Was Only Part of It" by William J. Broad from *The New York Times* I/H, 1260L
- Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland I/H, 1620L

Extra texts

- "The Harvest Of The Sea (On the sinking of the 'Titanic')." by Charles Hanson Towne L/P
- Excerpt from the British Government report submitted to US Senate on April 15, 1912: "The Third-Class Passengers" I/H

Grade 6 Poetry in America



Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA's "Four Pillar" approach with Amplify's close reading pedagogy to build students' engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet's choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, students work with Richard Blanco's evocative poem, "Looking for The Gulf Motel," which recalls a childhood vacation with his Cuban immigrant family. Students use Blanco's discussion of the "mirror effect" to analyze his rich imagery, and end the sub-unit by taking a turn at composing their own "Gulf Motel" poems.

In Sub-unit 2, Coleman Barks's poem "Glad" playfully juxtaposes a young girl's heroics on the soccer field with the imagery and diction of an epic, allowing students to consider how Barks's use of language and the sonnet form helps them understand the poem's commentary on the emphasis on winners and losers in modern sports.

In Sub-unit 3, students consider the personal and cultural background that African American poet Richard Hayden drew on for his iconic poem "Those Winter Sundays," and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They use his poem as an inspiration for writing their own ode to an unsung hero in their life. (This sub-unit is made available across grades 6–8.)



Rationale(s) for QL

- Level meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities do not require substantial external knowledge or experience.

Poetry in America activity highlights:

Discussions with annotated guides

Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations

Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses

Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Looking for The Gulf Motel" by Richard Blanco, L/P
- "Glad" by Coleman Barks, L/P
- "Those Winter Sundays" by Robert Hayden, L/P

Core lessons

- SU1: "Looking for the Gulf Motel" (3 lessons)
- SU2: "Glad" (3 lessons)
- SU3: "Those Winter Sundays" (3 lessons)

Focus Standards

- CCSS.ELA-Literacy.RL.6.1
- CCSS.ELA-Literacy.RL.6.2
- CCSS.ELA-Literacy.RL.6.3
- CCSS.ELA-Literacy.RL.6.4
- CCSS.ELA-Literacy.RL.6.5
- CCSS.ELA-Literacy.RL.6.6
- CCSS.ELA-Literacy.RL.6.7
- CCSS.ELA-Literacy.RL.6.9
- CCSS.ELA-Literacy.W.6.10
- CCSS.ELA-Literacy.W.6.3
- CCSS.ELA-Literacy.W.6.3.B
- CCSS.ELA-Literacy.W.6.3.D
- CCSS.ELA-Literacy.W.6.4
- CCSS.ELA-Literacy.W.6.6
- CCSS.ELA-Literacy.SL.6.1
- CCSS.ELA-Literacy.SL.6.1.C
- CCSS.ELA-Literacy.SL.6.2
- CCSS.ELA-Literacy.SL.6.6
- CCSS.ELA-Literacy.L.6.3
- CCSS.ELA-Literacy.L.6.5
- CCSS.ELA-Literacy.L.6.5.A
- CCSS.ELA-Literacy.L.6.5.C



Amplify Grammar



The Amplify digital Grammar unit enables teachers to assign students self-guided grammar instruction and practice. Sub-units are paired by topic: one covers foundational material on the topic and one contains more advanced and “stretch” material. Middle grade teachers and students share access to the full range of topics and lessons within the Grammar unit, so teachers select the content that best meets their students’ needs while exposing students to key grammar topics for the middle grades. Teachers integrate this instruction into their core instructional pathway using the Amplify Flex Days within the core units. To introduce or review topics with students, teachers use the related lessons or drills on the topic found in Amplify’s *Mastering Conventions* PDFs, also available within this unit.

Core lessons

- Sub-unit 1: What Is a Complete Sentence? (8 Lessons)
- Sub-unit 2: Expanding the Complete Sentence (8 Lessons)
- Sub-unit 3: Understanding the Pronoun (5 Lessons)
- Sub-unit 4: Pronoun Usage: Agreement and Reference (5 Lessons)
- Sub-unit 5: Verb Tense (4 Lessons)
- Sub-unit 6: Verb Moods, Modals, and Voice (4 Lessons)
- Sub-unit 7: Punctuation (2 Lessons)

Printable instructional resources

- *Mastering Conventions One: Grammar and Punctuation*
- *Mastering Conventions Two: Grammar and Punctuation*
- *Mastering Conventions Three: Grammar and Punctuation*
- *Mastering Conventions Four: Spelling*

Standards

- CCSS.ELA-Literacy.L.6.1.A
- CCSS.ELA-Literacy.L.6.1.B
- CCSS.ELA-Literacy.L.6.1.C
- CCSS.ELA-Literacy.L.6.1.D
- CCSS.ELA-Literacy.L.6.1.E
- CCSS.ELA-Literacy.L.6.2
- CCSS.ELA-Literacy.L.6.2.A
- CCSS.ELA-Literacy.L.6.3.A
- CCSS.ELA-Literacy.L.6.3.B

Grade 6 Beginning Story Writing

Unit summary

In this unit, students get to practice their creative writing skills, learning the elements of storytelling and character development and the importance of vivid language. Students gain a sense of ownership over their writing as they experiment with the impact of their authorial choices on sentences, language, character traits, and plot twist. As students consider how to use these elements to create a story, they also gain tools to help them effectively and incisively analyze a piece of literature.

Students begin with creating a character, observing and recording details, and writing about their characters in mundane situations to make them nuanced and believable. This situational setting allows students to create a secondary character for their own story and develop dialogue. After some explicit instruction about the structure of a story, students pull all their skills together to write a story and practice the most important part of creative writing—revision.

Core lessons

- Sub-unit 1: Creating a Believable Character (9 Lessons)
- Sub-unit 2: Experimenting With a Second Character (10 Lessons)
- Sub-unit 3: Writing a Short Story (5 Lessons)
- Sub-unit 7: Punctuation (2 Lessons)

Standards

- CCSS.ELA-Literacy.W.6.3.A
- CCSS.ELA-Literacy.W.6.3.B
- CCSS.ELA-Literacy.W.6.3.C
- CCSS.ELA-Literacy.W.6.3.D
- CCSS.ELA-Literacy.W.6.3.E
- CCSS.ELA-Literacy.W.6.4
- CCSS.ELA-Literacy.W.6.5
- CCSS.ELA-Literacy.W.6.6
- CCSS.ELA-Literacy.SL.6.1.B
- CCSS.ELA-Literacy.SL.6.1.C
- CCSS.ELA-Literacy.L.6.1.E
- CCSS.ELA-Literacy.L.6.2
- CCSS.ELA-Literacy.L.6.3.A
- CCSS.ELA-Literacy.L.6.3.B

Novel Guides

Amplify ELA Novel Guides provide middle school teachers with flexible study guides for the books they most want to teach and provide students with lean, targeted instruction that follows the pedagogy in core units. The diverse selection of books in this series presents a range of genres and themes, from mystery to non-fiction and from social justice to identity and courage.

The Novel Guides—housed in the Amplify Library—are designed to be used flexibly and offer suggestions for implementation. Here are two titles that align to the grade 6 topics and skills:

6A: *Brown Girl Dreaming* by Jacqueline Woodson

As your students practice using observational details to focus and develop one narrative moment, this poetic memory offers a model of how small details convey both experience and emotion.

6E: *Inside Out & Back Again* by Thanhha Lai

As students complete *Summer of the Mariposas*, this memoir of another family's journey offers an opportunity for further discussions about family and heroic journeys.



Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 6

APPLICABLE TO ALL UNITS

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Anticipation Guide
- Class Discussion
- Close Reading
- Cooperative Learning
- Differentiated Instruction
- Guided questioning
- Modeling
- Think Aloud
- Think/Pair/Share
- Graphic Organizers
- Writing starters
- Diagrams/Charts

Please utilize the following links for more information:

[Reading Rockets](#)

[CAST](#)

[University of Florida Literacy Institute](#)



Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 6

APPLICABLE TO ALL UNITS

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

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Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 6

APPLICABLE TO ALL UNITS

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

7.1 Optimize individual choice and autonomy

7.2 Optimize relevance, value, and authenticity

7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives

8.2 Vary demands and resources to optimize challenge

8.3 Foster collaboration and community

8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation

9.2 Facilitate personal coping skills and strategies

9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

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- Guided questioning
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