

Unit 6.4: Artistic Choices

Students examine the choices they make and the consequences that follow. They analyze how poets make choices that evoke responses from the reader and create their own poetry in this unit. Students also examine how authors use fictional works to give voice to real-world issues. Additionally, for most students, this unit is their first introduction to reading a Shakespearean play. Students paraphrase and summarize scenes from several Shakespearean plays and examine language, characterization, and plot. Not only do they read the text, they perform selected scenes. Preparation for these

Enduring Understandings

- Effective readers recognize how the words and phrases authors choose create tone.
- Effective writers address the important issues of their society through imaginative creations.
- Effective writers develop a specific voice to match their audience and purpose.

Essential Questions

- How do authors use language purposely to create tone?
- How does literature reflect the values and conflicts of our reality?
- How do effective writers communicate their own ideas through a narrator in prose or speaker in poetry?

performances involves the close study of language and character. Studying novels in Literature Circles provides an opportunity for student choice and allows for a more independent examination of how characters make choices and react or respond to those choices. Throughout the unit students reflect on the academic, social, and personal choices they make and the successes they encounter as readers, writers, and critical thinkers.

Common Tasks

- 6.4.1 Write an explanation of how an author uses language to create tone in a narrative.*
- 6.4.2 Write a collection of poems based on a theme or central idea.
- 6.4.3 Write an essay explaining how an author uses fiction to give voice to real-world issues.
- 6.4.4 Prepare and perform a scene from a play by Shakespeare.

** Teachers who wish to make more time for re-teaching a common task may choose to omit these starred tasks or blend them into others, but the relevant skills and concepts must be incorporated into instruction during the unit.*

Advanced English 6 Texts

Unit 4: Artistic Choices

Throughout the year, students should read and discuss a combination of classic literature and contemporary works from a diverse group of writers. Students need to read a variety of non-print texts and print texts from different genres, including fiction, nonfiction, poetry, and short stories. Employ Literature Circles to provide students with a structured choice of texts. Instruct students to use strategies before, during, and after reading to interact with texts. Provide opportunities for students to make predictions and connections as well as to question, clarify, visualize, and evaluate their reading. Critical reading coupled with inquiry based discussion leads to effective writing.

“To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing.”

Common Core State Standards

Fiction

<i>Belle Prater’s Boy</i>	Ruth White
<i>California Blue</i>	David Klass
<i>Child of the Owl</i>	Laurence Yep
<i>Little Women</i>	Louisa May Alcott
<i>Shooting the Moon</i>	Frances O’Roark Dowell
<i>A Single Shard</i>	Linda Sue
<i>The White Mountains</i>	John Christopher

Nonfiction

<i>Dear Mem Fox</i>	Mem Fox
<i>The Lost Garden</i>	Laurence Yep

Drama

<i>Comedy of Errors</i>	<i>William Shakespeare</i>
Excerpts from	
<i>A Midsummer Night’s Dream</i>	<i>William Shakespeare</i>
<i>As You Like It</i>	<i>William Shakespeare</i>
<i>Romeo and Juliet</i>	<i>William Shakespeare</i>

Booklet

<i>Talking Service: Readings for Civic Reflection</i>	Great Books Foundation
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Poetry

"The Bells"	Edgar Allan Poe
"Childhood"	Frances Cornford
"Fairy Lullaby"	William Shakespeare
"The Golf Links"	Sarah N. Cleghorn
"Good Hot Dogs"	Sandra Cisneros
"How to Paint the Portrait of a Bird"	Jacques Prévert
"How to Eat a Poem"	Eve Merriam
"It Seems I Test People"	James Berry
<i>Joyful Noise</i>	Paul Fleischman
<i>Knock at a Star</i>	X. J. Kennedy
"Listening to grownups quarreling,"	Ruth Whitman
"Losing Face"	Janet Wong
"Myrtle"	Ted Kooser
"Narcissa"	Gwendolyn Brooks
"Ode to My Library"	Gary Soto
<i>Opening a Door</i>	Paul Janeczko
"Oregon Winter"	Jeanne McGahey
"Primer Lesson"	Carl Sandburg
"Puppy"	Robert L.
Tyler	
"The Rider"	Naomi Shihab Nye
"A Room in the Past"	Ted Kooser
"Swift Things Are Beautiful"	Elizabeth Coatsworth
"The Walrus and the Carpenter"	Lewis Carroll
"When Maidens Are Young"	Aphra Behn
"Windy Nights"	Rodney Bennett
"You Sing (Sonnet 52)"	Pablo Neruda

Poetry Websites

Preview the websites listed below. Consider instructional use of appropriate resources.

Poetry 180

<http://www.loc.gov/poetry/180/>

Poetry Foundation

<http://www.poetryfoundation.org/>

Poetry Out Loud

<http://www.poetryoutloud.org/>

Poets.org

<http://www.poets.org/>

On-level English 6 Texts

Unit 4: Artistic Choices

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Common Core State Standards

Fiction

<i>Banner in the Sky</i>	James Ramsey Ullman
<i>Belle Prater’s Boy</i>	Ruth White
<i>California Blue</i>	David Klass
<i>Child of the Owl</i>	Laurence Yep
<i>The Ear, the Eye, and the Arm</i>	Nancy Farmer
<i>Esperanza Rising</i>	Pam Munoz Ryan
<i>Little Women</i>	Louisa May Alcott
<i>Max and Me and the Time Machine</i>	Gery Greer and Bob Ruddick
<i>Ruby Holler</i>	Sharon Creech
<i>Shooting the Moon</i>	Frances O’Roark Dowell
<i>A Single Shard</i>	Linda Sue
<i>The White Mountains</i>	John Christopher
<i>Yolanda’s Genius</i>	Carol Fenner

Nonfiction

<i>Dear Mem Fox</i>	Mem Fox
<i>The Lost Garden</i>	Laurence Yep

Drama

<i>Comedy of Errors</i>	William Shakespeare
Excerpts from	
<i>A Midsummer Night’s Dream</i>	William Shakespeare
<i>As You Like It</i>	William Shakespeare
<i>Romeo and Juliet</i>	William Shakespeare

Booklet

*Talking Service: Readings for
Civic Reflection*

Great Books Foundation

Poetry

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Course Terms

Alliteration
 Allusion
 Annotate
 Audience
 Author’s purpose
 Central idea
 Character trait
 Characterization
 Claim
 Connotation
 Contemporary
 Denotation
 Dialogue
 Figurative language
 Flashback
 Foreshadowing
 Humor
 Hyperbole
 Imagery
 Inference
 Interpretation
 Irony
 Main idea
 Metaphor
 Monologue
 Mood
 Motivation
 Paraphrase
 Personification
 Perspective

Plot structure

- Exposition
- Inciting incident
- Rising action
- Conflict
 - External
 - Internal
- Climax
- Falling action
- Resolution

 Point of view

- First person
- Third person

 Portfolio
 Reading strategies

- Before
- During
- After

 Refrain
 Repetition
 Research question
 Rhetoric

- logos
- pathos
- ethos

 Rhetorical devices
 Rhyme
 Rhythm
 Self–reflection
 Sensory details
 Sentence structure
 Setting
 Simile

6–Traits of Writing

- Ideas & Development
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions

 Stanza
 Subplot
 Summary
 Suspense
 Symbol
 Theme
 Tone
 Topic
 Works cited
 Writing

- Purposes*
 - Argument
 - Informative/explanatory
 - Narrative
 - Research and Synthesis
 - Creative
- Methods of development*
 - Cause-Effect
 - Classification
 - Comparison-Contrast
 - Definition
- Process*
 - Prewriting
 - Drafting
 - Revising
 - Editing
 - Publishing

Language Standards

Teachers plan instruction to incorporate language instruction into writing; the goal is for students to think clearly about ways to improve their own writing. Exercises in sentence combining, expansion, and imitation offer ways students can compose more sophisticated and effective sentences. *Separated* and *simulated* instruction may be used to introduce concepts; include *integrated* instruction to ensure that students apply these and other skills in their writing.

Common Core Language Standards for Grade 6

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - Use intensive pronouns (e.g., *myself*, *ourselves*).
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation** (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Spell correctly.
- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.
 - Maintain consistency in style and tone.

Teachers should also consult the list of [Language Progressive Skills](#) to identify those concepts initially taught in earlier grades that are most likely to require review and re-teaching, based on students' needs. The most relevant of these may include the following:

- Ensure subject-verb and pronoun-antecedent agreement (L.3.1f).
- Produce complete sentences, recognizing and correcting fragments and run-ons (L.4.1f).
- Correctly use frequently confused words (L.4.1g).
 - The document [Commonly Confused Words](#), found in the Course Materials section of the Instruction Center course page for English 6, outlines the expected sequence for teaching and reviewing the most common of these terms. Teachers should address those words identified at grade 6 but also use student writing samples and portfolios to review words that may need further instruction and practice from earlier years.
 - The words listed for English 6, which may appear on formative and final assessments, include the following:

a lot	threw/through
brake/break	to/too/two
quiet/quit/quite	you're/your
their/there/they're	

- Recognize and correct inappropriate shifts in verb tense (L.5.1d).

Vocabulary acquisition continues to be a necessary and vital part of the English curriculum. Vocabulary study not only enhances understanding of the writer’s craft—how word choice creates character, defines mood, and sets tone—but also is the key to a richer reading of all texts. Determining meaning and understanding word structure give students the tools to become independent, strategic readers of challenging texts.

- 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.
- 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.
 - Use common, grade-appropriate Greek or Latin affixes and roots* as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - 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.
 - 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).
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- 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.

Affixes and Roots

Unit One			
Structure	Term	Definition	Example
Prefixes	re-	again	revise; repetition
	sub-	below; under	subway; submerge
Roots	graph	write	autograph; photograph
	ject	to throw out	eject; project
Suffixes	-able; -ible	capable of being	likeable; terrible
	-ize	make	characterize; familiarize

Unit Two			
Structure	Term	Definition	Example
Prefixes	un-	not; opposite of	unable; unreliable
	de-	reduce; remove	depart; decrease
Roots	ced	yield; go	recede; precede
	dict	say; speak	dictate; predict
Suffixes	-ion, -tion	act or state; action or process	opinion; narration
	-ful	full of	useful; careful

Affixes and Roots

Unit Three			
Structure	Term	Definition	Example
Prefixes	il-; im-; in-	not	illegible; impossible; invisible
	ad-	to; toward	administration; adjust
Roots	ped; pod	foot	pedal; tripod
	scrib; scrip	write	scribe; description
Suffixes	-ly	In the manner of	sincerely; usually
	-ous	having the quality of	poisonous; nervous

Unit Four			
Structure	Term	Definition	Example
Prefixes	con-	together; with	connect; confide
	mis-	bad; wrong	mistake; misinform
Roots	pon; pos	set; place	postpone; position
	fac	make; do	benefactor; manufacture
Suffixes	-less	without	fearless; priceless
	-ness	state or condition of	brightness; greatness