

CURRICULUM RATIONALE: ENGLISH 6

***A Wrinkle in Time* by Madeleine L'Engle (1962) Film adaptation. John Kent Harrison, 2003.**

The English Department has carefully evaluated *A Wrinkle in Time* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Meg and Charles Murray's father conducts scientific experiments involving time travel. One day he disappears, forcing Meg and Charles on a quest to find their father somewhere in the universe. They engage in the fight of their lives, through space and against a giant brain, to find their father.

II. RATIONALE AND LEARNING OBJECTIVES

The reader is challenged to identify themes of courage, honor, and social structures in this novel. The student will also acquire and determine the meaning of vocabulary words with the use of reference materials.

The student will compare and contrast the movie with the novel, critically evaluating the written text with the film.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

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8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. <ul style="list-style-type: none"> 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *A Wrinkle in Time*: none.

The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

CURRICULUM RATIONALE: ENGLISH 6

Catherine Called Birdy by Karen Cushman (1994)

The English Department has carefully evaluated *Catherine Called Bird* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Cushman's *Catherine Called Birdy*, narrated through a series of diary entries, gives the reader a glimpse into the everyday life of a young girl struggling to understand her role in society. Catherine writes about how she struggles with an arranged marriage and her questions about religion.

II. RATIONALE AND LEARNING OBJECTIVES

While reading *Catherine Called Birdy*, the student will identify themes relating to women's roles in society, self-esteem and heroism. This novel is taught in collaboration with the Social Studies unit on Europe, and the student will focus on developing a deeper understanding of the European Renaissance. The student will also acquire and determine the meaning of vocabulary words with the use of reference materials.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

CURRICULUM RATIONALE: ENGLISH 6

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *Catherine Called Birdy*: none.

The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

CURRICULUM RATIONALE: ENGLISH 6

***Cleopatra VII: Daughter of the Nile, Egypt, 57 B.C. (The Royal Diaries)* by Kristiana Gregory (1999)**

The English Department has carefully evaluated *Cleopatra VII: Daughter of the Nile, Egypt, 57 B.C. (The Royal Diaries)* as a whole and deemed it worthy for the 6th grade English curriculum

I. PLOT SUMMARY

In her diary, Cleopatra reveals what it was like to be the daughter of King Ptolemy Autletes, Pharaoh of Egypt. She discusses her fears for safety and how she still longs to be the Queen of Egypt. The novel is about a teenage girl dealing with real teenage issues and teaches the reader about family and women's history.

II. RATIONALE AND LEARNING OBJECTIVES

The student will identify themes relating to friendship, foes, joy, trustworthiness, and social structures. Taught in collaboration with the History department, the student will gain a deeper understanding of the ancient civilizations of Egypt, Rome, and Italy. The student will also acquire and determine the meaning of vocabulary words with the use of reference materials.

III.COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

CURRICULUM RATIONALE: ENGLISH 6

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *Cleopatra VII: Daughter of the Nile, Egypt, 57 B.C. (The Royal Diaries)*: graphic depictions of war and death.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

CURRICULUM RATIONALE: ENGLISH 6

Crispin: The Cross of Lead by Avi (2002)

The English Department has carefully evaluated *Crispin: The Cross of Lead* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Crispin: The Cross of Lead is a Newbery Award (2003) winning work of historical fiction set in 14th-century England. The novel follows the plight of thirteen year Asta as he flees his hometown after being accused of a crime. The plot quickly turns suspenseful as Asta learns of his real name and works to discover his true heritage. The novel is a discussion on the flaws of feudalism and the role of the Christian Church in Medieval Society. Avi weaves adventure and suspense throughout the novel, allowing the student to be immersed in a different time and place.

II. RATIONALE AND LEARNING OBJECTIVES

As part of a cross-curricular unit on the Reformation, the student will compare and contrast modern society with Medieval Europe. The student will also critically evaluate the themes of courage, honor, and friendship. While reading *Crispin*, the student will also acquire and determine the meaning of vocabulary words with the use of reference materials.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

CURRICULUM RATIONALE: ENGLISH 6

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *Crispin: The Cross of Lead*: some mild violence.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns

CURRICULUM RATIONALE: ENGLISH 6

***Dragonwings*, Lawrence Yep (1975)**

The English Department has carefully evaluated *Dragonwings* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Dragonwings depicts a young Chinese immigrant's life in America during the 20th century. The novel conveys courage in the lives of Chinese-American people and respect between father and son. It is a Newbery Honor Book and an excellent example of multicultural literature.

II. LEARNING OBJECTIVES BASED ON STANDARDS

While reading *Dragonwings*, the student will be exposed to Chinese-American culture. This correlates with the 6th grade social studies unit on China. Students will potentially learn the concepts of tolerance and acceptance while furthering the understanding of the history of their country. The student will relate to the main character, Moon Shadow as he struggles to fit in with his newfound community. The student will determine the theme of the text, explore plot, and compare events and characterization to other historical fiction and informational text. The student will engage in discussion concerning immigration and cultural awareness.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

CURRICULUM RATIONALE: ENGLISH 6

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED

Possible sensitive topics contained in *Dragonwings*: References to profanity and violence

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns."

CURRICULUM RATIONALE: ENGLISH 6

***The Hobbit* by J.R.R. Tolkien (1937) Film adaptation. Peter Jackson, 2012.**

The English Department has carefully evaluated *The Hobbit* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Nominated for the Carnegie Medal award and the winner of the *New York Herald Tribune* Award for fiction, *The Hobbit* is a story about the fantastical journeys of Bilbo Baggins, a hobbit or dwarf-like creature. Bilbo leaves his small town on a quest to find a dragon. On this quest, he meets many different creatures and learns about a world beyond his own. He is constantly met with challenges that encourage him to deal with greed, selfishness, and bravery. J.R.R. Tolkien later went on to write the trilogy, *The Lord of the Rings*, based on the beginning adventures of Bilbo Baggins. The student will compare and contrast the movie with the novel, critically evaluating the written text with the film. In addition, the student will gain confidence as he/she is exposed to a more complex text.

II. RATIONALE AND LEARNING OBJECTIVES

The student will identify themes relating to identity, courage, bravery, loyalty and survival. The student will also acquire and determine the meaning of vocabulary words with the use of reference materials. The student will compare and contrast the movie with the novel, critically evaluating the written text with the film. In addition, the student will gain confidence as he/she is exposed to a more complex text.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6

CURRICULUM RATIONALE: ENGLISH 6

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.

III. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *The Hobbit*: depictions of war.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

CURRICULUM RATIONALE: ENGLISH 6

Homeless Bird by Gloria Whelan (2000)

The English Department has carefully evaluated *Homeless Bird* as a whole and deemed it worthy for the 6th grade English curriculum

I. PLOT SUMMARY

Gloria Whelan's National Book Award (2000) novel, *Homeless Bird* is a story about a thirteen year old girl living in India. Koly is forced to deal with an arranged marriage, becoming a widow within that same year, and finding herself destitute. Just as she begins to accept her hardships, her life once again takes a devastating turn. Blending together the ancient traditions of her village life and a newfound independence, Koly weaves together a new existence.

II. RATIONALE AND LEARNING OBJECTIVES

Whelan's story allows the reader to explore themes of survival, courage, independence, determination, perseverance, heroism, and the role of women in society. Taught in collaboration with the History department, the novel encourages critical thinking, allowing the student to evaluate his/her role in society in comparison with Indian society. The student will also acquire and determine the meaning of vocabulary words with the use of reference materials.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

CURRICULUM RATIONALE: ENGLISH 6

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

III. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *Homeless Bird*: none.

The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns

CURRICULUM RATIONALE: ENGLISH 6

Hoot by Carl Hiaasen (2002) Film adaptation. Will Shriner, 2006.

The English Department has carefully evaluated *Hoot* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Roy has just moved to Coconut Grove, Florida where he learns to deal with bullying, new friendships, and his relationships within his family. When Roy meets an owl, a series of events unfold forcing Roy and his friends to make tough, unpopular decisions.

II. RATIONALE AND LEARNING OBJECTIVES

The student will acquire and determine the meaning of vocabulary words with the use of reference materials. Taught in collaboration with the Science department, the student will examine issues relating to the environment and business development. The student will compare and contrast the movie with the novel, critically evaluating the written text with the film.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

CURRICULUM RATIONALE: ENGLISH 6

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *Hoot*: some violence and profanity.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns

CURRICULUM RATIONALE: ENGLISH 6

Island of the Blue Dolphins by Scott O'Dell (1960) Film adaptation. James B. Clark, 1964.

The English Department has carefully evaluated *Island of the Blue Dolphins* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Karana's world clashes with the modern world when a Russian Captain attempts to take claim of the Pacific island; a battle ensues, and all of Karana's family and tribe are eliminated. Karana must now attempt to navigate her new world.

II. RATIONALE AND LEARNING OBJECTIVES

The student will acquire and determine the meaning of vocabulary words with the use of reference materials. The student will critically evaluate themes of survival, perseverance, forgiveness, and respect. The student will also compare and contrast the movie with the novel, critically evaluating the written text with the film.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

CURRICULUM RATIONALE: ENGLISH 6

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *Island of the Blue Dolphins*: violence.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns

CURRICULUM RATIONALE: ENGLISH 6

Maia of Thebes by Ann Turner (2005)

The English Department has carefully evaluated *Maia of Thebes* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Ann Turner's *Maia of Thebes* is a story about two orphans living in Ancient Egypt with their aunt and uncle. Maia believes that her uncle is a thief and is determined to leave her home. She enlists the help of her brother to teach her how to read and write even though it puts both of them at risk. Young Maia sets out to make an identity for herself.

II. RATIONALE AND LEARNING OBJECTIVES BASED ON COMMON CORE STANDARDS

The student will identify themes of revenge and honor. The student will acquire and determine the meaning of vocabulary words with the use of reference materials. Taught in collaboration with the History department, the student will compare and contrast modern society with Ancient Egypt.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)

CURRICULUM RATIONALE: ENGLISH 6

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *Maia of Thebes*: depictions of war and death.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

CURRICULUM RATIONALE: ENGLISH 6

***Roll of Thunder, Hear My Cry* by Mildred Taylor (1976) Film Adaptation. Jack Smight, (1978).**

The English Department has carefully evaluated *Roll of Thunder, Hear My Cry* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Told from a child's point of view, this novel explores life in the South during the depression. The Logan family must work very hard to protect their land. They must persevere and not let their family be torn apart by humiliation, fear and racism. *Roll of Thunder, Hear My Cry* reinforces the importance of friendship amongst different races and maintaining a positive attitude through difficult times.

II. LEARNING OBJECTIVES BASED ON STANDARDS

Roll of Thunder, Hear My Cry is an Exemplar Text in the Common Core Standards for Grades 6-8. The student will acquire and determine the meaning of vocabulary words with the use of reference materials. The student will critically evaluate themes of survival, perseverance, family love, and justice. The student will also compare and contrast the movie with the novel, critically evaluating the written text with the film.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6

CURRICULUM RATIONALE: ENGLISH 6

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED

Possible sensitive topics contained in *Roll of Thunder, Hear My Cry*: violence, profanity, discrimination, the “n” word.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.”

CURRICULUM RATIONALE: ENGLISH 6

The Trumpeter of Krakow by Eric P. Kelly (1929)

The English Department has carefully evaluated *The Trumpeter of Krakow* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Eric P. Kelly's historical fiction novel *The Trumpeter of Krakow* is set in medieval Poland. The Charnetski family is forced to flee their home after being attacked by the Tartars. Homeless, the family is being pursued for a treasure they have in their possession. Kelly brilliantly uses legend to weave his story. Through a variety of unusual events, the family finds lodging and employment as the Trumpeter of Krakow.

II. RATIONALE AND LEARNING OBJECTIVES

Kelly brilliantly uses legend to weave his story, challenging the reader to identify themes of loyalty, friendship, and courage. The novel is taught in collaboration with the History department, and the student will critically evaluate the Reformation. The student will also acquire and determine the meaning of vocabulary words with the use of reference materials.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.

CURRICULUM RATIONALE: ENGLISH 6

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *The Trumpeter of Krakow*: none.

The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

CURRICULUM RATIONALE: ENGLISH 6

The Tao of Pooh by Benjamin Hoff (1982)

The English Department has carefully evaluated *The Tao of Pooh* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

The Tao of Pooh is an introduction to Eastern philosophical principles. Using A. A. Milne's familiar characters from *The House of Pooh*, Hoff engages in a dialogue with each character and relates their personalities to the tenants of Taoism.

II. RATIONALE AND LEARNING OBJECTIVES

As part of a cross-curricular unit of study on Ancient China, the student will critically analyze the author's point of view and compare and contrast the philosophical concepts presented with his/her own. The reader is challenged to identify themes of harmony, happiness, determination and perseverance throughout this book. The student will determine the meaning of unknown phrases used in context.

III. COMMON CORE STANDARDS

Reading Standards for Informational Texts

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.

CURRICULUM RATIONALE: ENGLISH 6

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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).
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	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.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. <ul style="list-style-type: none"> 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *The Tao of Pooh*: none.

The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

The Red Pyramid (The Kane Chronicles, Book 1) by Rick Riordan (2010)

The English Department has carefully evaluated *The Red Pyramid (The Kane Chronicles, Book 1)* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Sadie lives with her grandparents in London. Sadie's father, an African American Egyptologist, travels the world with her brother while she must stay in London. One evening their father is overpowered by an Egyptian god and taken hostage, sending Carter and Sadie on a quest through Ancient Egypt to save their father (Phelan).

II. RATIONALE AND LEARNING OBJECTIVES

CURRICULUM RATIONALE: ENGLISH 6

The reader will identify themes of heroism, trust amongst family members, and standing on your own. Taught in collaboration with the History department, the student will gain a deeper understanding of Egyptian Mythology, as well as compare and contrast modern society with Ancient Egypt. The student will also acquire and determine the meaning of vocabulary words with the use of reference materials.

III.COMMON CORE STANDARDS

Reading Standards for Informational Texts

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).
Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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).
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	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.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6

CURRICULUM RATIONALE: ENGLISH 6

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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IV. ADDRESSING SENSITIVE SUBJECTS

Possible sensitive topics contained in *The Red Pyramid (The Kane Chronicles, Book 1)*: violence.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

CURRICULUM RATIONALE: ENGLISH 6

***Wonder*, R.J. Palacio (2012) Film Adaptation (2017)**

The English Department has carefully evaluated *Wonder* as a whole and deemed it worthy for the 6th grade English curriculum.

I. PLOT SUMMARY

Wonder depicts 5th grader, August Pullman as he experiences his first year of school. Due to a facial deformity and noticeable physical disability, August experiences many challenges. As the year progresses and relationships develop, August makes considerable growth. Other characters also learn how to show compassion, develop authentic friendships and learn to see strengths in others.

II. LEARNING OBJECTIVES BASED ON STANDARDS

The contemporary novel begins with a first person point of view, told by Auggie. Then the story changes and is told through the varying perspectives of other children and young adults. It is a rich story about the challenges of growing up with a disability. Students are introduced to the concept of “seeing life through another’s personal experiences” and will develop empathy as they encounter August and his courageous outlook. The conversational style of writing makes this selection unique from other adopted novels.

While reading *Wonder*, students will engage in relevant conversations on high-interest themes of friendship, disabilities, tolerance, self-esteem, courage, and general hardships for middle-schoolers.

The students will relate to August’s encounters and engage in discussions about overcoming adversity and disability awareness. The students will determine the theme of the text, explore plot, and compare events and characterization to other selections.

The Lexile level for the book is 790 L, however it is recommended for 5th-7th graders.

Students will have an opportunity to take a field trip to the theater to view the upcoming film, *Wonder* and compare the literary elements in the book to the movie.

III. COMMON CORE STANDARDS

Reading Standards for Literature

Key Ideas and Details	Grade 6
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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

CURRICULUM RATIONALE: ENGLISH 6

Craft and Structure	Grade 6
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	Grade 6
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grade 6
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards

Comprehension and Collaboration	Grade 6
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CURRICULUM RATIONALE: ENGLISH 6

IV. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED

Possible sensitive topics contained in *Wonder*: References to tobacco, bullying and sensitivity toward people with disabilities.

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.”