Amplify ELA: California Edition

Grade 6 Scope & Sequence 2015–2016

Units A–G
6th Grade ELA Scope and Sequence Table of Contents

6th Grade ELA Scope and Sequence Outline .................................................. 3
Scope and Sequence 6th Grade, Unit A: Dahl & Narrative ............................. 7
Scope and Sequence 6th Grade, Unit B: Tom & Sherlock ............................... 12
Scope and Sequence 6th Grade, Unit C: The Chocolate Collection .................. 21
Scope and Sequence 6th Grade, Unit D: The Greeks ..................................... 26
Scope and Sequence 6th Grade, Unit E: Reading the Novel ........................... 32
Scope and Sequence 6th Grade, Unit F: The Titanic Collection ....................... 38
Scope and Sequence 6th Grade, Unit G: Beginning Story Writing .................... 42
Scope and Sequence 6th Grade, Lapham’s Archive I ..................................... 46
### 6th Grade ELA Scope and Sequence Outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>Texts</th>
<th>Unit Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit A: Dahl &amp; Narrative</strong>&lt;br&gt;27 lessons, including 10 personal narrative lessons, 12 text-based lessons, and 4 essay lessons</td>
<td>Excerpts from <em>Boy: Tales of Childhood</em> by Roald Dahl&lt;br<em>Lexile® measure: 1090L</em></td>
<td><strong>Character &amp; Narrator:</strong> Observe how an author creates a character&lt;br&gt;<strong>Writing:</strong> Focus on a moment in the text and develop a unique perspective about it&lt;br&gt;<strong>Text Structure:</strong> Sensory and figurative language&lt;br&gt;<strong>Content:</strong> Early 20th century British boarding school experience</td>
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<td><strong>Unit B: Tom &amp; Sherlock</strong>&lt;br&gt;25 lessons, including 18 text-based lessons, 3 essay lessons, and 4 Flex Days&lt;br&gt;Optional Quest: <em>Tom Sawyer, Treasure Hunter</em></td>
<td>Excerpts from <em>The Adventures of Tom Sawyer</em> by Mark Twain&lt;br&gt;“The Speckled Band” by Sir Arthur Conan Doyle&lt;br&gt;“The Red-Headed League” by Sir Arthur Conan Doyle&lt;br<em>Lexile range: 980L–1090L</em></td>
<td><strong>Character &amp; Narrator:</strong> Describe how a character builds across many scenes&lt;br&gt;<strong>Writing:</strong> Make connections between two or three moments in the text to show change&lt;br&gt;<strong>Text Structure:</strong> Figurative language and dialect; plot development&lt;br&gt;<strong>Content:</strong> 19th century rural America; 19th century London</td>
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<td>Texts</td>
<td>Unit Overview</td>
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| **Unit C: The Chocolate Collection**  
19 lessons, including 3 Information Literacy lessons | ProjectEd Plagiarism Videos  
“Early History of Chocolate” by Amplify editors  
“Prehistoric Americans Traded Chocolate for Turquoise?” (*National Geographic*, www.nationalgeographic.com/news) by Christine Dell’Amore  
Letter from Lord Rothschild to Laurence Fish  
“Pilot Dropped Candy Into Hearts of Berlin,” (*ABC News*)  
Excerpt from *Labour in Portuguese West Africa* by William A. Cadbury  
“Is it Fair to Eat Chocolate?” (*Skipping Stones*) by Deborah Dunn  
“Eat more chocolate, win more Nobels?” (AP) by Karl Ritter and Marilynn Marchione  
“Healthy chocolate: Dream or reality? Can chocolate be good for my health?” (*Mayo Clinic*, www.mayoclinic.org) by Katherine Zeratsky, RD, LD  
“Chocolate” by Rita Dove, video and audio  
Excerpt from *Cosi Fan Tutte*, Act I, Scene Eight by Wolfgang Amadeus Mozart  
Excerpt from *Chocolat* by Joanne Harris  
Excerpt from *The Dharma Bums* by Jack Kerouac  
Excerpt from “The Sweet Lure of Chocolate,” (*Exploratorium*, www.exploratorium.edu) by Jim Spadaccini  
“The Tropics” by National Confectioners Association’s Chocolate Council  
Excerpt from “Good Harvest,” (*All Animals*) by Karen E. Lange  
Excerpt from *A Tale of Two Cities* by Charles Dickens | **Character & Narrator:** Identify various sources’ perspectives on a topic  
**Writing:** Synthesize information from several sources to develop an argument  
**Text Structure:** Various types of historical and cultural documents  
**Content:** The evolving economic and cultural significance of a product in societies |
| **Unit D: The Greeks**  
28 lessons, including 15 text-based lessons, 5 Quest Days, 4 essay lessons, and 4 Flex Days  
Quest: *MythWorld* | *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin  
Excerpts from the *Odyssey* by Homer, translated by E.V. Rieu  
Excerpts from *Tales from Ovid* by Ted Hughes  
Excerpts from *Greek Myths* by Olivia Coolidge  
Lexile range: **800L–1140L** | **Character & Narrator:** Analyze what symbolic characters show about human nature  
**Writing:** Argue a claim about the fairness of a character’s decision  
**Text Structure:** Multiple tellings of a tale in different genres  
**Content:** Ancient Greece |
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<thead>
<tr>
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<th>Texts</th>
<th>Unit Overview</th>
</tr>
</thead>
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| **Unit E: Reading the Novel**  
23 lessons, including 14 text-based lessons, 5 essay lessons, and 2 Flex Days | *M.C. Higgins, the Great* by Virginia Hamilton  
**Lexile measure: 630L** | **Character & Narrator:** Analyze a complex character’s growth across a multi-layered novel  
**Writing:** Trace patterns of consistency and inconsistency throughout the novel  
**Text Structure:** Narrative with temporal shifts and ambiguous resolution  
**Content:** Mid-20th century Appalachia, strip-mining and environmental destruction |
| **Unit F: The Titanic Collection**  
19 lessons, including 3 Information Literacy lessons | “Pilot Dropped Candy Into Hearts of Berlin” *(ABC News)*  
“The Sweet Lure of Chocolate,” Exploratorium *(www.exploratorium.edu)* by Jim Spadaccini  
“Prehistoric Americans Traded Chocolate for Turquoise?” *(National Geographic)* by Christine Dell’Amore  
ProjectEd Plagiarism Videos  
*Sinking of the “Titanic” Most Appalling Ocean Horror* *(Memorial Edition: 1912)* by Jay Henry Mowbray, PhD, LLB  
A Letter from Mary Lines, 1912  
Testimony of Olaus Abelseth *(United States Senate Inquiry, Day 13)*  
*A Night to Remember* *(Chapter 7: “There Is Your Beautiful Nightdress Gone”) by Walter Lord, 1955*  
Telegraphic transmissions to and from the *Titanic* *(April 14 and 15, 1912)*  
*Sinking of the Titanic and Great Sea Disasters* *(Chapter VI. “Women and Children First!”)* edited by Logan Marshall, 1912  
Untitled poem by an anonymous author *(Read at the Titanic Memorial dedication in Belfast, Ireland—June 1920)*  
“Discovery of the Titanic” Essay *(Lapham’s Quarterly)*  
“Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says” *(Epoch Times, December 6, 2010)* by Jack Phillips  
“The Iceberg Was Only Part of It” *(The New York Times, April 10, 2012)* by William J. Broad  
“Letter from the Dock, Wharf, Riverside and General Workers Union of Great Britain and Ireland” by Ben Tillett, April 18, 1912 | **Character & Narrator:** Compare and contrast perspectives on a single event  
**Writing:** Develop a question, conduct research, and create a multi-media project  
**Text Structure:** Various types of historical and cultural documents  
**Content:** 20th century social and class structure revealed by a famous tragedy |
| **Unit G: Beginning Story Writing**  
24 lessons | N/A | **Character & Narrator:** Create a believable character  
**Writing:** Write an original short story  
**Text Structure:** Dialogue; plot structure  
**Content:** Creative writing |
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| Lapham’s Archive I | Norse Mythology excerpts from *Asgard Stories* by Mary Foster and Mabel H. Cummings; *The Prose Edda* by Snorri Sturluson, edited by Jesse L. Byock  
Body Snatchers excerpts from *The Giant, O’Brien* by Hilary Mantel; *The Adventures of Tom Sawyer* by Mark Twain  
Creation Myths/End of Days excerpts from *The Ancient Egyptians* by Virginia Schomp; *Parallel Myths* by J. F. Bierlein;  
Chichen Itza excerpts from *The City of the Sacred Well* by T. A. Willard  
Yosemite and John Muir excerpts from *The Yosemite* by John Muir; *My First Summer in the Sierra* by John Muir, introduction by Galen Rowell | Students exercise their close reading and research skills by reviewing texts and images focused on a theme and accompanied by guiding, overarching research questions.  
Students conduct both short and sustained research projects, gaining substantial understanding of a topic.  
Students develop collaborative and individual presentation skills. |
# Scope and Sequence

6th Grade, Unit A: Dahl & Narrative

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>In-Class Text Focus</th>
<th>CA Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Get Started</strong></td>
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| **Lesson 1:** What Grabs Your Attention? | Students will be introduced to the foundational routines of writing and sharing their responses. Students will be introduced to the skill of focus by writing about one moment that grabs their attention. | n/a | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.SL.6.1  
CA CCSS ELA-Literacy.W.6.10 |
| **Lesson 2:** Focus on a Moment | Students will practice the skill of focus by adding details to a moment in a Writing Prompt. | n/a | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.W.6.5  
CA CCSS ELA-Literacy.SL.6.1.D  
CA CCSS ELA-Literacy.SL.6.6 |
| **Lesson 3:** Strengthening Focus on a Moment | Students will add 2 sentences to a piece of unfocused writing and continue to practice the skill of focus in their own writing by revising to add focus. | n/a | CA CCSS ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 4:** To Show or to Tell | Students will be introduced to the skill of showing and will practice it in their own writing by responding to a prompt. | n/a | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.W.6.6  
CA CCSS ELA-Literacy.SL.6.1.D  
CA CCSS ELA-Literacy.SL.6.1 |
| **Lesson 5:** Slowing Down the Moment | Students will read a passage from Roald Dahl’s Boy to notice how Dahl uses specific details to focus on a moment. They will then practice the skill of showing when responding to a narrative prompt. | *Boy*, Roald Dahl, “The bicycle and the sweet-shop” | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.W.6.3.B  
CA CCSS ELA-Literacy.SL.6.6  
CA CCSS ELA-Literacy.RI.6.10 |
| **Lesson 6:** Focusing on an Emotion | Students will read a passage from Roald Dahl’s Boy to notice how Dahl uses precise details to describe an emotion. They will then practice showing when responding to a Writing Prompt. | *Boy*, Roald Dahl, “The Great Mouse Plot” | CA CCSS ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.RI.6.4  
CA CCSS ELA-Literacy.W.6.3.D  
CA CCSS ELA-Literacy.W.6.3 |
<p>| <strong>Lesson 7:</strong> Revise to Strengthen Focus | Students will practice adding precise details to a sample piece of writing. They will then revise a previous entry to add focus. | n/a | CA CCSS ELA-Literacy.W.6.5 |</p>
<table>
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</tr>
</thead>
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| **Lesson 8: Picture This Moment** | Students will add focus to a comic strip of a typical student’s day. They will then practice the skills of focus and showing when responding to a prompt. | n/a | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.SL.6.1 |
| **Lesson 9: Acting Out an Emotion** | Students will create and direct short skits to show an emotion. They will then add more precise language to given examples of writing. | n/a | CA CCSS ELA-Literacy.SL.6.1  
CA CCSS ELA-Literacy.SL.6.1.B  
CA CCSS ELA-Literacy.SL.6.2  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 10: Using Precise Details to Develop the Moment** | Students will participate in a brainstorming activity to review types of details. They will then revise a previous Writing Response for the skills of focus and showing. | n/a | CA CCSS ELA-Literacy.SL.6.1  
CA CCSS ELA-Literacy.W.6.3.D  
CA CCSS ELA-Literacy.L.6.1.A  
CA CCSS ELA-Literacy.L.6.1.B  
CA CCSS ELA-Literacy.L.6.1.C  
CA CCSS ELA-Literacy.L.6.1.D  
CA CCSS ELA-Literacy.L.6.1.E  
CA CCSS ELA-Literacy.L.6.2.A  
CA CCSS ELA-Literacy.L.6.2.B  
CA CCSS ELA-Literacy.L.6.3.A  
CA CCSS ELA-Literacy.L.6.3.B  
CA CCSS ELA-Literacy.W.6.5 |

**Boy: Tales of Childhood by Roald Dahl**

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<thead>
<tr>
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</tr>
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</table>
| **Lesson 1: Introducing the Text** | Students will create a timeline of moments they have written about. They will then read the Author’s Note from Dahl’s Boy to understand his purpose for writing. | *Boy*, Roald Dahl, Author’s Note  
*Boy*, Roald Dahl, “The Great Mouse Plot” | CA CCSS ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.RI.6.2 |
| **Lesson 2: Adding Up the Details** | Students will reread details to make inferences about how Dahl feels about the objects he is describing in the text. | *Boy*, Roald Dahl, “The bicycle and the sweet-shop” | CA CCSS ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.W.6.1 |
| **Lesson 3: Using Text Details in Writing** | Students will reread a passage and use details from the text to support their ideas about a character. | *Boy*, Roald Dahl, “The bicycle and the sweet-shop” | CA CCSS ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.W.6.1 |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<td>Lesson 4: Writing Complex Sentences</td>
<td>Students will closely read passages to consider how Dahl uses particular grammar structures to sequence and connect events in an action sequence. They will then write complex sentences to sequence and connect events from their own lives, practicing Dahl’s grammar structures.</td>
<td><em>Boy</em>, Roald Dahl, “The Great Mouse Plot”</td>
<td>CA CCSS ELA-Literacy.L.6.1&lt;br&gt;CA CCSS ELA-Literacy.L.6.2</td>
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<td>Lesson 5: Revise to Add Evidence</td>
<td>Students will revise a previous Writing Prompt to add evidence from the text, properly punctuating and formatting direct quotes.</td>
<td><em>Boy</em>, Roald Dahl, “The bicycle and the sweet-shop”</td>
<td>CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.5</td>
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<td>Lesson 6: Connecting Moments in the Reading</td>
<td>Students will investigate cause-and-effect relationships by looking at a before-and-after moment across 2 chapters of text. They will then write to a Personal Narrative prompt.</td>
<td><em>Boy</em>, Roald Dahl, “The Great Mouse Plot”&lt;br&gt;<em>Boy</em>, Roald Dahl, “Mr Coombes”</td>
<td>CA CCSS ELA-Literacy.RI.6.1&lt;br&gt;CA CCSS ELA-Literacy.RI.6.3&lt;br&gt;CA CCSS ELA-Literacy.RI.6.5&lt;br&gt;CA CCSS ELA-Literacy.SL.6.1</td>
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<td>Lesson 7: Introducing Dialogue</td>
<td>Students will write dialogue to accompany a photograph and include dialogue when responding to a narrative prompt.</td>
<td>n/a</td>
<td>CA CCSS ELA-Literacy.L.6.2&lt;br&gt;CA CCSS ELA-Literacy.W.6.3</td>
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<tr>
<td>Lesson 8: Dialogue, Narration, and Character</td>
<td>Students will make connections between what characters say and do and who they are as characters as they closely read a passage. They will act out a scene to help them understand a character in the moment.</td>
<td><em>Boy</em>, Roald Dahl, “The bicycle and the sweet-shop”&lt;br&gt;<em>Boy</em>, Roald Dahl, “The Great Mouse Plot”&lt;br&gt;<em>Boy</em>, Roald Dahl, “Mr Coombes”</td>
<td>CA CCSS ELA-Literacy.RI.6.1&lt;br&gt;CA CCSS ELA-Literacy.RI.6.6&lt;br&gt;CA CCSS ELA-Literacy.SL.6.1</td>
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<td>Lesson 9: Using Details Persuasively</td>
<td>Students will decide whether Dahl regrets a decision made in his childhood based on the details he chooses to include in “The Great Mouse Plot” and “Mrs Pratchett’s revenge.”</td>
<td><em>Boy</em>, Roald Dahl, “The Great Mouse Plot”&lt;br&gt;<em>Boy</em>, Roald Dahl, “Mr Coombes”&lt;br&gt;<em>Boy</em>, Roald Dahl, “Mrs Pratchett’s revenge”</td>
<td>CA CCSS ELA-Literacy.RI.6.1&lt;br&gt;CA CCSS ELA-Literacy.RI.6.2&lt;br&gt;CA CCSS ELA-Literacy.W.6.1</td>
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<td><strong>Lesson 10:</strong> Revise to Strengthen Evidence</td>
<td>Students will review adding evidence from the text and guidelines for using direct quotes. They will then revise a previous entry, adding at least one direct quote.</td>
<td><em>Boy</em>, Roald Dahl, “The Great Mouse Plot”&lt;br&gt;<em>Boy</em>, Roald Dahl, “Mr Coombes”&lt;br&gt;<em>Boy</em>, Roald Dahl, “Mrs Pratchett’s revenge”</td>
<td>CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.5&lt;br&gt;CA CCSS ELA-Literacy.L.6.2</td>
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<td><strong>Lesson 11:</strong> Focus on an Object</td>
<td>Students will closely read Dahl’s description of a tuck-box. Working with a partner, they will look closely at how Dahl uses showing details and complex sentences to describe an object. They will then respond to a Personal Narrative prompt or a Response to Text prompt (teacher choice).</td>
<td><em>Boy</em>, Roald Dahl, “First day”</td>
<td>CA CCSS ELA-Literacy.W.6.3&lt;br&gt;CA CCSS ELA-Literacy.RI.6.4&lt;br&gt;CA CCSS ELA-Literacy.L.6.1</td>
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<tr>
<td><strong>Lesson 12:</strong> Creating a Character</td>
<td>Students will closely reread several moments in order to identify a character’s traits and use evidence from the text to support their ideas.</td>
<td><em>Boy</em>, Roald Dahl, “The Matron”</td>
<td>CA CCSS ELA-Literacy.RI.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.6&lt;br&gt;CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.L.6.1</td>
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**Write an Essay**

<p>| Lesson 1: Introducing the Essay | Students will be introduced to the essay expectations and the Writing Prompt, choose a moment to write about, and find evidence to support their ideas. | <em>Boy</em>, Roald Dahl | CA CCSS ELA-Literacy.W.6.5&lt;br&gt;CA CCSS ELA-Literacy.RI.6.6&lt;br&gt;CA CCSS ELA-Literacy.RI.6.1 |
| Lesson 3: Revising and Writing an Introduction | Students will compare sample introductions and write an introduction for their essays, including a lead. They will then revise their essays to add details from the text, including one direct quote. | <em>Boy</em>, Roald Dahl | CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.1.A&lt;br&gt;CA CCSS ELA-Literacy.W.6.1.B&lt;br&gt;CA CCSS ELA-Literacy.W.6.5&lt;br&gt;CA CCSS ELA-Literacy.RI.6.1 |</p>
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<td><strong>Lesson 4:</strong> Editing for Clarity and Cohesion</td>
<td>Students will edit their drafts for sentence mechanics and write a final draft.</td>
<td><em>Boy, Roald Dahl</em></td>
<td>CA CCSS ELA-Literacy.L.6.1</td>
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<td>CA CCSS ELA-Literacy.W.6.1.C</td>
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<td>CA CCSS ELA-Literacy.W.6.1.D</td>
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<td>CA CCSS ELA-Literacy.W.6.6</td>
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## Scope and Sequence

### 6th Grade, Unit B: Tom & Sherlock

<table>
<thead>
<tr>
<th>Lesson</th>
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<td><strong>Lesson 1:</strong> Ever Heard of Tom Sawyer?</td>
<td>Students will read Chapter 1 and use the Character Matrix app to start building a Character Matrix to focus on how Tom’s dialogue and actions reveal his character traits. Students will also discuss both the Swimming Scene with Aunt Polly and the Fight Scene with the new boy to contrast Tom’s behavior with each character. This is an opportunity for students to reflect upon Twain’s complex characterization of Tom Sawyer both in relation to his aunt and to the boy.</td>
<td><em>The Adventures of Tom Sawyer</em>, Mark Twain, Chapter 1</td>
<td>CA CCSS ELA-Literacy.RL.6.1, CA CCSS ELA-Literacy.RL.6.7, CA CCSS ELA-Literacy.RL.6.10</td>
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<td><strong>Lesson 2:</strong> What Did He Just Say?</td>
<td>Students will explain and restate some dialect from Chapter 1 and also figure out why the author, Twain, might be using it. Students will examine why much of the dialogue in Tom Sawyer is written in dialect and that dialect is “a version of language that is particular to a place, group of people, or time in history.” Most importantly, students practice reading Twain’s dialect and trying to make sense of it.</td>
<td><em>The Adventures of Tom Sawyer</em>, Mark Twain, Chapter 1</td>
<td>CA CCSS ELA-Literacy.L.6.1, CA CCSS ELA-Literacy.RL.6.7, CA CCSS ELA-Literacy.RL.6.10, CA CCSS ELA-Literacy.L.6.6, CA CCSS ELA-Literacy.L.6.4</td>
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<td><strong>Lesson 3:</strong> Who Is This Guy, Really?</td>
<td>Students will act out both the scene with Aunt Polly and the scene with the Model Boy and contrast Tom’s behavior in relation to each character. They will then respond to a Writing Prompt comparing Tom in these 2 scenes.</td>
<td><em>The Adventures of Tom Sawyer</em>, Mark Twain, Chapter 1</td>
<td>CA CCSS ELA-Literacy.RL.6.7, CA CCSS ELA-Literacy.RL.6.10, CA CCSS ELA-Literacy.L.6.6</td>
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| **Lesson 4:** “Life to him seemed hollow.” | Students will read Chapter 2, in which Tom succeeds in convincing his friends to whitewash a fence for him by reframing this chore as a rare and desirable opportunity for artistic expression. Students will identify dialogue and other textual details that show Tom’s traits in the scenes from this chapter. Students will also compare Tom’s traits at different points in the story and with different characters and write about the differences they see. | The Adventures of Tom Sawyer, Mark Twain, Chapter 2 | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.5  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.L.6.5.B  
CA CCSS ELA-Literacy.SL.6.1.A |
| **Lesson 5:** “Why, it’s you, Ben, I warn’t noticing.” | To further students’ thinking about Tom’s whitewashing trick, students will first compare the way Twain writes about Tom’s whitewashing inspiration with the way Dahl writes about his mouse plot inspiration.  
Students will also write about Tom’s character by selecting relevant details showing Tom’s “trickiness” and explaining how the evidence shows this trait.  
Students will also have an opportunity to try to “think like Tom” as they create their own verbal story about a trick that might convince their friends to do one of their chores for them. | The Adventures of Tom Sawyer, Mark Twain, Chapter 2 | CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.RL.6.5  
CA CCSS ELA-Literacy.RL.6.9  
CA CCSS ELA-Literacy.RL.6.10 |
| **Lesson 6:** Flex Day 1 | The teacher will assign students a differentiated Revision Assignment and/or differentiated grammar activities.  
For revision, students will add or further develop their use of evidence from a recent Writing Prompt. | n/a                                         | CA CCSS ELA-Literacy.L.6.1.A  
CA CCSS ELA-Literacy.L.6.1.B  
CA CCSS ELA-Literacy.L.6.1.C  
CA CCSS ELA-Literacy.L.6.1.D  
CA CCSS ELA-Literacy.L.6.1.E  
CA CCSS ELA-Literacy.L.6.2.A  
CA CCSS ELA-Literacy.L.6.2.B  
CA CCSS ELA-Literacy.L.6.3.A  
CA CCSS ELA-Literacy.L.6.3.B  
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CA CCSS ELA-Literacy.W.6.4  
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<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>In-Class Text Focus</th>
<th>CA Common Core State Standards</th>
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<td><strong>Lesson 7:</strong></td>
<td>Students will read closely to identify a different side of Tom’s character as he shows off for Becky and picks up the flower she tosses over the fence. They will identify details in the text that reveal his character traits as he interacts with Becky and describe what these details show. Students will think critically about their own writing as they choose a few sentences from their writing that best express their reactions to the way Tom acts with Becky. They will then “post” their sentences to Spinnr, the simulated social media site, and share their writing with the class.</td>
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<td><strong>Lesson 8:</strong></td>
<td>Students will identify text that shows Tom’s responses to his aunt’s wrongful accusation and then compare the character traits he reveals around his aunt to the traits he reveals when he is around Becky. Students examine these different traits in order to gain new insights about Tom.</td>
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<td><strong>Lesson 9:</strong></td>
<td>Students will examine Twain’s introduction of the “romantic outcast” Huckleberry Finn as a character foil for Tom. They will also compare Huckleberry’s social situation with that of Tom’s and the town’s other children, and why the same qualities that make him “cordially hated and dreaded by all the mothers of the town” earn him the envy and admiration of all the boys.</td>
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<td><strong>Lesson 10:</strong></td>
<td>Students will analyze Tom’s strategic courtship of Becky to deepen and complicate their understanding of Tom’s character. They will compare Tom’s mode of interacting with Becky to his previous exchange with Huckleberry Finn.</td>
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| **Lesson 11:** “Tom Sawyer’s Gang” | Students will focus on the complex ways in which Tom and Huck’s windfall changes their social status, and the reasons behind their contrasting reactions to this change. Students will reflect upon the arc of the narrative as a whole to assess whether or not they feel Tom has grown as a character. They will also write to explain how Tom tricks Huck into staying with his new civilized lifestyle. | *The Adventures of Tom Sawyer*, Mark Twain, Chapter 35 | CA CCSS ELA-Literacy.RL.6.3  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.W.6.1 |
| **Lesson 12:** Flex Day 2 | The teacher will assign students a differentiated Revision Assignment and/or differentiated grammar activities. For revision, students will add or further develop their use of evidence from a recent Writing Prompt. | n/a | CA CCSS ELA-Literacy.L.6.1.A  
CA CCSS ELA-Literacy.L.6.1.B  
CA CCSS ELA-Literacy.L.6.1.C  
CA CCSS ELA-Literacy.L.6.1.D  
CA CCSS ELA-Literacy.L.6.1.E  
CA CCSS ELA-Literacy.L.6.2.A  
CA CCSS ELA-Literacy.L.6.2.B  
CA CCSS ELA-Literacy.L.6.3.A  
CA CCSS ELA-Literacy.L.6.3.B  
CA CCSS ELA-Literacy.L.6.6  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.5 |
| **“The Speckled Band” by Sir Arthur Conan Doyle** | Students will act as detectives to make predictions about the case in “The Speckled Band” using lines of text as clues. Students will respond to a Writing Prompt detailing their prediction, and then they’ll share their writing with the class. Students will be engaged and interested in the text before they start reading and will use textual evidence to support their ideas. | “The Speckled Band,” Sir Arthur Conan Doyle, paragraph 1 | CA CCSS ELA-Literacy.RL.6.5  
CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.L.6.5.B |
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| **Lesson 2:** “I am all attention, madam.” | Students will write about a moment in which Holmes seems to zero in on a suspicious detail from Helen’s story. This is a chance for students to practice describing this challenging language and start trying to think like Holmes. They will also practice connecting their understanding of a character to specific things the character does and says. This strengthens both their ability to cite textual evidence in their writing and their capacity to generalize character traits and motivations from small details of their behavior. | “The Speckled Band,” Sir Arthur Conan Doyle, paragraphs 1–94                                                                                                                                                                                      | CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.L.6.5.C  
CA CCSS ELA-Literacy.RL.6.10 |
| **Lesson 3:** “We shall see if the inside throws any light...” | Students will read closely to identify details about the setting, using the author’s description to paint a picture in their minds. Using details from the text, students will use the Scene of the Crime app to recreate the rooms at Stoke Moran and consider which details will be key to solving the mystery. | “The Speckled Band,” Sir Arthur Conan Doyle, paragraphs 95–194                                                                                                                                                                                      | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.5  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.3 |
| **Lesson 4:** What Does the Furniture Say? | Students will reread the end of the story, identifying which clues Holmes used to solve the crime. Then they’ll move back into the Scene of the Crime app, matching the textual clues to the furniture—and probably making some adjustments to their placements from the previous lesson. | “The Speckled Band,” Sir Arthur Conan Doyle,” paragraphs 195–251                                                                                                                                                                                   | CA CCSS ELA-Literacy.RL.6.3  
CA CCSS ELA-Literacy.RL.6.5  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.SL.6.1.A  
CA CCSS ELA-Literacy.SL.6.1 |
| **Lesson 5:** Which Clues Does Holmes Use? | Students will review previous writing assignments and write about the clues that Sherlock Holmes uses to solve the mystery in “The Speckled Band.” Students will practice reading the text closely, identifying important details, and using evidence from the text to support their ideas. | “The Speckled Band,” Sir Arthur Conan Doyle, paragraphs 33–55, 248–251                                                                                                                                                   | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.2  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.W.6.9.A  
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| **Lesson 6: Flex Day 3** | The teacher will assign students a differentiated Revision Assignment and/or differentiated grammar activities. For revision, students will add or further develop their use of evidence from a recent Writing Prompt. | n/a | CA CCSS ELA-Literacy.L.6.1.A  
CA CCSS ELA-Literacy.L.6.1.B  
CA CCSS ELA-Literacy.L.6.1.C  
CA CCSS ELA-Literacy.L.6.1.D  
CA CCSS ELA-Literacy.L.6.1.E  
CA CCSS ELA-Literacy.L.6.2.A  
CA CCSS ELA-Literacy.L.6.2.B  
CA CCSS ELA-Literacy.L.6.3.A  
CA CCSS ELA-Literacy.L.6.3.B  
CA CCSS ELA-Literacy.L.6.6  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.5 |

*“The Red-Headed League” by Sir Arthur Conan Doyle*

| Lesson 1: “Share my love of all that is bizarre.” | Students examine the details of Wilson’s story (a red herring) in order to identify important clues. However, the students’ success will show, not in whether they are right or wrong about the clues, but in how well they’re able to explain why they chose the details they did. | “The Red-Headed League,” Sir Arthur Conan Doyle, paragraphs 1–93 | CA CCSS ELA-Literacy.RL.6.3  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.SL.6.1 |
| Lesson 2: Case Notes | Students continue to identify and analyze evidence from the text to consider if everything is as it seems. To help them stay on top of this information, they will fill in a Detective Notebook in which they will note not only what they find, but also what aspects of the text they should think further about. | “The Red-Headed League,” Sir Arthur Conan Doyle, paragraphs 89–162 | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.W.6.4  
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<th>Objectives</th>
<th>In-Class Text Focus</th>
<th>CA Common Core State Standards</th>
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<td><strong>Lesson 3:</strong> Red-Handed</td>
<td>Students examine five key details of Wilson’s story about the Red-Headed League and the three key details Holmes discovers in his visit to Saxe-Coburg Square in order to write about how Holmes uses these clues to solve the case. As in Lesson 1, the important question is not whether the students correctly predicted which clues would end up being useful to Holmes, but whether they can point to specific pieces of textual evidence that guided their predictions.</td>
<td>“The Red-Headed League,” Sir Arthur Conan Doyle, paragraphs 155–215</td>
<td>CA CCSS ELA-Literacy.RL.6.1  CA CCSS ELA-Literacy.W.6.1  CA CCSS ELA-Literacy.RL.6.10  CA CCSS ELA-Literacy.L.6.4.C  CA CCSS ELA-Literacy.L.6.5.C</td>
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<tr>
<td><strong>Write an Essay</strong></td>
<td>Students will use evidence from “The Red-Headed League” to answer a Writing Prompt. Students will prepare to write a Response to Text Essay by finding evidence in the text to support their claims. Students will then write the first body paragraph in their essays using this textual evidence to support their claims.</td>
<td>“The Red-Headed League,” Sir Arthur Conan Doyle</td>
<td>CA CCSS ELA-Literacy.W.6.2  CA CCSS ELA-Literacy.L.6.1</td>
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| **Lesson 2: Revising to Improve the Work** | Students will revise their body paragraph by adding details from the text as evidence to support their ideas. | “The Red-Headed League,” Sir Arthur Conan Doyle | CA CCSS ELA-Literacy.W.6.2.A  
CA CCSS ELA-Literacy.W.6.5  
CA CCSS ELA-Literacy.W.6.10  
CA CCSS ELA-Literacy.RL.6.1 |
| **Lesson 3: A Polished Essay** | Students will write their second body paragraphs using textual evidence to support their claims.  
Students will write introductions for their essays.  
Students will correct errors, incorporate revisions, and piece together their essays, creating neatly written or word-processed, “polished” final drafts. | “The Red-Headed League,” Sir Arthur Conan Doyle | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.1.C  
CA CCSS ELA-Literacy.W.6.2.A  
CA CCSS ELA-Literacy.W.6.2.B  
CA CCSS ELA-Literacy.W.6.2.E  
CA CCSS ELA-Literacy.W.6.10 |

**Optional Quest: Tom Sawyer, Treasure Hunter**

Students will experience the Quest *Tom Sawyer, Treasure Hunter* to enrich their appreciation for and understanding of *The Adventures of Tom Sawyer*. Students will get in touch with the fun and playfulness within the text, and that playfulness will motivate rich, stimulating writing exercises. The Quest takes the form of a treasure hunt in which students break into groups and complete challenges in order to get clues. These clues lead to hidden treasures at the end.

**Quest Day 1: Challenge 1**

Students will adopt Twain’s tone and the voices of Tom and Huck to compose a creative writing piece.

*The Adventures of Tom Sawyer*, Mark Twain, Chapters 1, 2, 3, 6, 25, and 35 | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.W.6.2 |

**Quest Day 2: Challenge 2 and 3**

Students will continue on their treasure hunt by going back and rereading the text to search for specific clues. Students will then use those clues to adopt Twain’s tone and the voices of Tom and Huck to compose a creative writing piece.

*The Adventures of Tom Sawyer*, Mark Twain, Chapters 1, 2, 3, 6, 25, and 35 | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.4 |

**Quest Day 3: Challenge 4 and First Group Challenge**

Students will continue to reread the text in search of more clues to help them complete their treasure hunt. Students will analyze how the use of descriptive details affects the credibility of a story and use specific evidence from the text to describe a character’s motivation.

*The Adventures of Tom Sawyer*, Mark Twain, Chapters 1, 2, 3, 6, 25, and 35 | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.W.6.2  
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<th>Objectives</th>
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<th>CA Common Core State Standards</th>
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<td>Quest Day 4: Challenge 5 and Second Group Challenge</td>
<td>Students will continue to work closely with the text to find evidence to make a claim and defend it. Students will then work with a group to use the vernacular of the text to compose their own dialogue.</td>
<td><em>The Adventures of Tom Sawyer</em>, Mark Twain, Chapters 1, 2, 3, 6, 25, and 35</td>
<td>CA CCSS ELA-Literacy.RL.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.2&lt;br&gt;CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.2</td>
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<td>Quest Day 5: Challenge 6</td>
<td>Students will use evidence from the text to make a claim and defend it. Students will then write from the perspective of a character from the text in order to solve the treasure hunt.</td>
<td><em>The Adventures of Tom Sawyer</em>, Mark Twain, Chapters 1, 2, 3, 6, 25, and 35</td>
<td>CA CCSS ELA-Literacy.RL.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.2&lt;br&gt;CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.2</td>
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### Information Literacy

The Information Literacy sub-unit is included within each Collections Unit, allowing teachers to choose which skills their students need to develop and when.

The lessons in this sub-unit provide students with essential skills required for conducting research. They learn how to validate and corroborate sources; recognize the distinctions between primary, secondary, and tertiary sources; and avoid plagiarism by properly citing sources, framing quotes, and paraphrasing.

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<th>Lesson</th>
<th>Objectives</th>
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| **Lesson 1:** Evaluating Sources, Part 1 | Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing reliable sources from unreliable sources. | Pacific Northwest Tree Octopus site: http://zapatopi.net/treeoctopus/ | CA CCSS ELA-Literacy.RI.6.5  
CA CCSS ELA-Literacy.W.6.8 |
| **Lesson 2:** Evaluating Sources, Part 2 | Students will review several Internet sources, working collaboratively to assess them with a credibility checklist. | Selected Internet sources | CA CCSS ELA-Literacy.W.6.8  
CA CCSS ELA-Literacy.SL.6.1  
CA CCSS ELA-Literacy.RI.6.1 |
| **Lesson 3:** Avoiding Plagiarism | Students will learn how to frame direct quotes and paraphrase information in order to avoid plagiarism. They will learn how to provide basic bibliographic information. | “Pilot Dropped Candy Into Hearts of Berlin,” ABC News  
“The Sweet Lure of Chocolate,” Jim Spadaccini  
“Prehistoric Americans Traded Chocolate for Turquoise?” Christine Dell’Amore  
ProjectEd plagiarism videos | CA CCSS ELA-Literacy.W.6.8  
CA CCSS ELA-Literacy.SL.6.1  
CA CCSS ELA-Literacy.SL.6.2  
CA CCSS ELA-Literacy.RI.6.7 |

### Scavenger Hunt and Internet Research

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<th>Lesson</th>
<th>Objectives</th>
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| **Lesson 1:** Scavenger Hunt: Introducing the Collection | Students will explore a selection of texts and images in the Chocolate Collection, developing and practicing close reading skills and discussing their findings. | Primary and secondary source documents, images, and multimedia files from the Collection | CCSS. ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.RI.6.3  
CA CCSS ELA-Literacy.RI.6.7  
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<td><strong>Lesson 3: Internet Research</strong></td>
<td>Students will identify a topic from a specific text or image in the Collection, generate a research question, and conduct Internet research to find the answer.</td>
<td>Valid Internet sources</td>
<td><a href="#">CA CCSS ELA-Literacy.W.6.7</a>, <a href="#">CA CCSS ELA-Literacy.W.6.8</a>, <a href="#">CA CCSS ELA-Literacy.W.6.9</a></td>
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**Argumentative Writing & Collection Research**

| Lesson 1: Argumentative Writing | Students will evaluate informational texts and identify elements of argumentative writing within each. Then, students will apply these techniques as they write their own argumentative letters. | *Labour in Portuguese West Africa*, William Cadbury, Appendix C Statement “Is It Fair to Eat Chocolate?” Deborah Dunn | [CA CCSS ELA-Literacy.W.6.2](#), [CA CCSS ELA-Literacy.SL.6.1](#), [CA CCSS ELA-Literacy.RI.6.6](#), [CA CCSS ELA-Literacy.W.6.1](#), [CA CCSS ELA-Literacy.RI.6.9](#) |
| Lesson 2: Collection Research | Students will identify a topic from a specific text or image in the Chocolate Collection, generate a question, and conduct research in the Collection to find the answer. | Valid Internet sources | [CA CCSS ELA-Literacy.RI.6.10](#), [CA CCSS ELA-Literacy.W.6.7](#), [CA CCSS ELA-Literacy.W.6.9](#) |
| Lesson 1: Preparing for the Debate | Students will read informational texts and answer accompanying close reading questions for each. Next, they will work collaboratively to collect evidence and prepare their arguments to debate a topic about chocolate. | “Eat more chocolate, win more Nobels?” Karl Ritter and Marilynn Marchione  
“Healthy chocolate: Dream or reality? Can chocolate be good for my health?” Katherine Zeratsky, RD, LD  
Labour in Portuguese West Africa, William Cadbury, Appendix C Statement  
“Is It Fair to Eat Chocolate?” Deborah Dunn | CA CCSS ELA-Literacy.SL.6.1  
CA CCSS ELA-Literacy.RI.6.8 |
| Lesson 2: The Debate | Students will present their arguments in a modified debate, while peers evaluate the presentations. | “Eat more chocolate, win more Nobels?” Karl Ritter and Marilynn Marchione  
“Healthy chocolate: Dream or reality? Can chocolate be good for my health?” Katherine Zeratsky, RD, LD  
Labour in Portuguese West Africa, William Cadbury, Appendix C Statement  
“Is It Fair to Eat Chocolate?” Deborah Dunn | CA CCSS ELA-Literacy.SL.6.1  
CA CCSS ELA-Literacy.W.6.7  
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| **Lesson 3:** Internet Research | Students will identify a topic from a specific text or image in the Chocolate Collection, generate a research question, and conduct Internet research to find the answer. | Valid Internet sources | CA CCSS ELA-Literacy.W.6.7  
CA CCSS ELA-Literacy.W.6.8  
CA CCSS ELA-Literacy.W.6.9 |

### Write an Essay

| Lesson 1: Gathering Evidence | Students will choose between 3 research project options. They will learn how to plan their research and begin the project. | Primary and secondary source documents, images, and multimedia files from the Collection and Internet sources | CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.8  
CA CCSS ELA-Literacy.W.6.10 |
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| **Lesson 2:** Making a Claim and Writing a Body Paragraph | Students will use their research skills to explore the Internet, identifying dependable sources for information about their chosen topics. They will then create an outline or sketch for their projects. | Primary and secondary source documents, images, and multimedia files from the Collection and Internet sources | CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.10  
CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.8 |
| **Lesson 3:** Writing a Body Paragraph and an Introduction | Students will learn how to organize their research information and examine the elements of a good introduction. They will then write an introductory paragraph for their paper. | Primary and secondary source documents, images, and multimedia files from the Collection and Internet sources | CA CCSS ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.10 |
| **Lesson 4:** Revising and Writing a Conclusion | Students will write a body and final paragraph for their papers. They will then revise their work, adding evidence if needed. | n/a | CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.10  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 5:** Finishing and Editing the Essay | Students will add bibliographic information to their writing, including in-text citations and a Works Cited page. They will then correct errors, incorporate revisions, and piece together their final drafts. | n/a | CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.10  
CA CCSS ELA-Literacy.W.6.4  
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| **Lesson 6:** Creating Citations and a Works Cited Page | Students will use citation guidelines to complete both in-text citations and a Works Cited page for their sources.                                                                                   | n/a                 | CA CCSS ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.W.6.8  
CA CCSS ELA-Literacy.W.6.10  
CA CCSS ELA-Literacy.W.6.4                                                                                   |
| **Lesson 7:** Media Project   | Students will create a media project using a timeline app. They will use what they’ve learned to map out the history of chocolate.                                                                           | n/a                 | CA CCSS ELA-Literacy.W.6.7  
CA CCSS ELA-Literacy.W.6.10  
CA CCSS ELA-Literacy.SL.6.6  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.SL.6.5                                                                                        |
| **Lesson 8:** Timeline Presentations | Students will discuss their research experience as they present their final media projects to the class.                                                                                                 | n/a                 | CA CCSS ELA-Literacy.SL.6.4  
CA CCSS ELA-Literacy.SL.6.6                                                                                     |
# Quest: MythWorld

In the *MythWorld* Quest, students will explore a world in which all of the characters of Greek myths have been turned to stone by a rampaging Medusa. In order to defeat her, students must break these characters from stone by reading stories about them. Students are allowed to focus on different characters and themes based on their interests.

Each day, students will answer questions within the app that require them to retrieve evidence from a text. On days 2–4, the teacher will begin each class with an exercise that helps students share and combine their diversifying knowledge of Greek mythology, leading them toward conclusions about the ideas and themes that run throughout the stories.

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<th>Lesson</th>
<th>Objectives</th>
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</table>
| **Quest Day 1: Retelling Myths** | Students will break down the myth of Zeus, and use it to choose and retell an action from the story, focusing on descriptive details. | *Greek Myths*, Olivia Coolidge  
*Heroes, Gods and Monsters of the Greek Myths*, Bernard Evslin | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.2 |
| **Quest Day 2: What Is a God?** | Students will continue to read myths, and begin class by trying to understand the characteristics of Greek gods. | *Greek Myths*, Olivia Coolidge  
*Heroes, Gods and Monsters of the Greek Myths*, Bernard Evslin | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.2 |
| **Quest Day 3: What Is a Hero?** | Students will continue to read myths, and begin class by trying to understand what the Greeks valued in a hero. | *Greek Myths*, Olivia Coolidge  
*Heroes, Gods and Monsters of the Greek Myths*, Bernard Evslin | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.2 |
| **Quest Day 4: Myths and Monsters** | Students will continue to read myths, and begin class by trying to understand the characteristics of Greek gods. | *Greek Myths*, Olivia Coolidge  
*Heroes, Gods and Monsters of the Greek Myths*, Bernard Evslin | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.2 |
| **Quest Day 5: Expanding a Moment from a Myth** | Finally, students will be presented with a few quotes from the myths they have read. Using their knowledge of how gods, heroes, and monsters are defined and how they interact, students will add detail and dialogue to a moment from a myth, demonstrating their understanding of patterns they’ve discovered. | *Greek Myths*, Olivia Coolidge  
*Heroes, Gods and Monsters of the Greek Myths*, Bernard Evslin | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.3 |
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<td><strong>Prometheus</strong></td>
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<td>Lesson 1: Zeus vs. Prometheus</td>
<td>Students will learn the common facts of the Prometheus myth and read Evslin’s version. They will demonstrate their comprehension of the text, then focus on the positions Zeus and Prometheus take when they argue, analyzing the evidence each character uses to substantiate his argument.</td>
<td>Heroes, Gods and Monsters of the Greek Myths, Bernard Evslin, “Prometheus”</td>
<td>CA CCSS ELA-Literacy.SL.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.SL.6.2&lt;br&gt;CA CCSS ELA-Literacy.SL.6.3&lt;br&gt;CA CCSS ELA-Literacy.L.6.4.A&lt;br&gt;CA CCSS ELA-Literacy.RL.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.2</td>
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<td>Lesson 2: Should Humans Have Fire?</td>
<td>Students will explore the arguments Prometheus and Zeus make about whether or not humans should have fire. They will link those arguments to later events in the text, and analyze how different assumptions about the characters change how we interpret their arguments.</td>
<td>Heroes, Gods and Monsters of the Greek Myths, Bernard Evslin, “Prometheus”</td>
<td>CA CCSS ELA-Literacy.RL.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.SL.6.1.B&lt;br&gt;CA CCSS ELA-Literacy.RL.6.3</td>
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<td>Lesson 3: Is Zeus Correct?</td>
<td>Students will continue to consider how assumptions about character change how readers respond to their arguments. Students will act out the same argument by different versions of each character. For example if Prometheus is arrogant, his arguments may carry less weight. They will then do a short writing activity analyzing the validity of the argument between the 2 main characters, using evidence from the text to support their opinions.</td>
<td>Heroes, Gods and Monsters of the Greek Myths, Bernard Evslin, “Prometheus”</td>
<td>CA CCSS ELA-Literacy.SL.6.2&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.RL.6.7&lt;br&gt;CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.9</td>
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<td>Lesson 4: Prometheus’s Punishment</td>
<td>Students will link their work on the argument between Zeus and Prometheus to events later in the text. They will take differing positions on the “justice” of the punishment that Prometheus suffers—and begin to build their understanding of a significant theme of Greek literature (hubris and the punishment it brings).</td>
<td>Heroes, Gods and Monsters of the Greek Myths, Bernard Evslin, “Prometheus”</td>
<td>CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.W.6.9</td>
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| **Lesson 5:** Prometheus in Your Own Words | Students will return to the ideas of the first lesson, and the concept of Evislin as one “reteller” of a myth that has been retold many times. They will evaluate their own perspective on the Prometheus story. This leads to an extended writing activity in which students are invited to write versions of the myth that reflect their perspectives. | *Heroes, Gods and Monsters of the Greek Myths,* Bernard Evslin, “Prometheus” | CA CCSS ELA-Literacy.RL.6.2  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.RL.6.1 |
| **Lesson 6:** Flex Day 1 | The teacher will assign students a differentiated Revision Assignment and/or differentiated grammar activities. For revision, students will add or further develop their use of evidence from a recent Writing Prompt. | n/a | CA CCSS ELA-Literacy.L.6.1.A  
CA CCSS ELA-Literacy.L.6.1.B  
CA CCSS ELA-Literacy.L.6.1.C  
CA CCSS ELA-Literacy.L.6.1.D  
CA CCSS ELA-Literacy.L.6.1.E  
CA CCSS ELA-Literacy.L.6.2.A  
CA CCSS ELA-Literacy.L.6.2.B  
CA CCSS ELA-Literacy.L.6.3.A  
CA CCSS ELA-Literacy.L.6.3.B  
CA CCSS ELA-Literacy.L.6.6  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.5 |

### Odysseus

| Lesson 1: The Cave | Students will read the Cyclops encounter within the *Odyssey* and consider characters’ differing wants. They will predict future events based on evidence in the text. | *The Odyssey,* Homer, translated by E. V. Rieu | CA CCSS ELA-Literacy.RL.6.4  
CA CCSS ELA-Literacy.RL.6.3 |
| Lesson 2: Meet Polyphemus | Students will analyze how foreshadowing is used in one passage from the text to set up what the Cyclops will do in another. They will respond to a Writing Prompt that asks them to consider this foreshadowing in detail. | *The Odyssey,* Homer, translated by E. V. Rieu | CA CCSS ELA-Literacy.RL.6.5  
CA CCSS ELA-Literacy.RL.6.6  
CA CCSS ELA-Literacy.RL.6.1 |
| Lesson 3: Tricksters | Students will analyze the behavior of both Odysseus and Polyphemus, gathering textual evidence to show how each character tries to trick the other. | *The Odyssey,* Homer, translated by E. V. Rieu | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.3  
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| **Lesson 4: Escape** | Students will analyze Odysseus’s escape and the difference between perception and reality for the Cyclops. Students will then focus on the order of components of Odysseus’s escape and identify the clues that could have signaled to Polyphemus that something was abnormal. They will analyze how Polyphemus misread the clues, as opposed to the actual explanation for them. | The Odyssey, Homer, translated by E. V. Rieu | CA CCSS ELA-Literacy.RL.6.3  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.2 |
| **Lesson 5: Pride** | Students will conclude the story, paying particular attention to Odysseus’s boasting from his boat. They will respond to a Writing Prompt that asks them to consider Odysseus’s role as a leader and whether or not he fulfills that role adequately. | The Odyssey, Homer, translated by E. V. Rieu | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.3  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.2  
CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.W.6.9 |
| **Lesson 6: Flex Day 2** | The teacher will assign students a differentiated Revision Assignment and/or differentiated grammar activities. For revision, students will add or further develop their use of evidence from a recent Writing Prompt. | n/a | CA CCSS ELA-Literacy.L.6.1.A  
CA CCSS ELA-Literacy.L.6.1.B  
CA CCSS ELA-Literacy.L.6.1.C  
CA CCSS ELA-Literacy.L.6.1.D  
CA CCSS ELA-Literacy.L.6.1.E  
CA CCSS ELA-Literacy.L.6.2.A  
CA CCSS ELA-Literacy.L.6.2.B  
CA CCSS ELA-Literacy.L.6.3.A  
CA CCSS ELA-Literacy.L.6.3.B  
CA CCSS ELA-Literacy.L.6.6  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.5 |
| Arachne | Students will receive context on Roman use of Greek myth, then read the first part of the Arachne myth. They will identify the central conflict between Minerva and Arachne, and highlight evidence to support each character’s position. | Tales from Ovid, "Arachne" | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.4  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.5.A  
CA CCSS ELA-Literacy.RL.6.2  
CA CCSS ELA-Literacy.RL.6.6 |
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<td>Lesson 3: Telling Stories</td>
<td>Students will analyze each character’s tapestry, understand the argument each character makes through her weaving, and relate that to the overall conflict of the myth.</td>
<td><em>Tales from Ovid</em>, Ted Hughes, “Arachne”</td>
<td>CA CCSS ELA-Literacy.RL.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.RL.6.2&lt;br&gt;CA CCSS ELA-Literacy.RL.6.3&lt;br&gt;CA CCSS ELA-Literacy.RL.6.5</td>
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<td>Lesson 4: Justice</td>
<td>Students will read the conclusion of the myth and use evidence from the text to respond to a Writing Prompt in which they discuss Arachne’s punishment.</td>
<td><em>Tales from Ovid</em>, Ted Hughes, “Arachne”</td>
<td>CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.1.B&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.W.6.9</td>
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<td>Lesson 5: Arachne in Your Own Words</td>
<td>Students will compare Hughes’s written text to an alternative version of the story: an audio version (if available) or a different text.</td>
<td><em>Tales from Ovid</em>, Ted Hughes, “Arachne” (Text and audio)&lt;br&gt;Heroes, Gods and Monsters of the Greek Myths, Bernard Evslin, “Athene”</td>
<td>CA CCSS ELA-Literacy.RL.6.7&lt;br&gt;CA CCSS ELA-Literacy.RL.6.9&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.W.6.4</td>
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<td><strong>Write an Essay</strong></td>
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<td><strong>Lesson 1:</strong> Making a Claim and Gathering Evidence</td>
<td>Students will be introduced to the essay expectations and the Writing Prompt, choose an argument or claim to make in their essays, and find evidence to support their ideas.</td>
<td>All texts</td>
<td>CA CCSS ELA-Literacy.W.6.9&lt;br&gt;CA CCSS ELA-Literacy.W.6.9.A&lt;br&gt;CA CCSS ELA-Literacy.W.6.9.B&lt;br&gt;CA CCSS ELA-Literacy.L.6.1</td>
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<td><strong>Lesson 2:</strong> Writing Body Paragraphs</td>
<td>Students will develop the claim for their essays and write their body paragraphs.</td>
<td>All texts</td>
<td>CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.1&lt;br&gt;CA CCSS ELA-Literacy.W.6.1.C</td>
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<td><strong>Lesson 3:</strong> Flex Day 4</td>
<td>Students will continue to work on their essays, with teacher support and direction based on individual needs.</td>
<td>All texts</td>
<td>CA CCSS ELA-Literacy.L.6.1A&lt;br&gt;CA CCSS ELA-Literacy.L.6.1B&lt;br&gt;CA CCSS ELA-Literacy.L.6.1C&lt;br&gt;CA CCSS ELA-Literacy.L.6.1D&lt;br&gt;CA CCSS ELA-Literacy.L.6.1E&lt;br&gt;CA CCSS ELA-Literacy.L.6.2A&lt;br&gt;CA CCSS ELA-Literacy.L.6.2B&lt;br&gt;CA CCSS ELA-Literacy.L.6.3A&lt;br&gt;CA CCSS ELA-Literacy.L.6.3B&lt;br&gt;CA CCSS ELA-Literacy.L.6.6&lt;br&gt;CA CCSS ELA-Literacy.W.6.4&lt;br&gt;CA CCSS ELA-Literacy.W.6.5</td>
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<td><strong>Lesson 4:</strong> Revising and Writing an Introduction</td>
<td>Students will revise their body paragraphs and draft an introduction.</td>
<td>All texts</td>
<td>CA CCSS ELA-Literacy.W.6.5&lt;br&gt;CA CCSS ELA-Literacy.W.6.1A&lt;br&gt;CA CCSS ELA-Literacy.W.6.1</td>
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<td><strong>Lesson 5:</strong> Writing a Conclusion and Editing the Essay</td>
<td>Students will write a conclusion and edit their essays.</td>
<td>All texts</td>
<td>CA CCSS ELA-Literacy.W.6.1&lt;br&gt;CA CCSS ELA-Literary.W.6.4</td>
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# Scope and Sequence
6th Grade, Unit E: Reading the Novel

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>In-Class Text Focus</th>
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</thead>
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<td><strong>M.C. Higgins, the Great by Virginia Hamilton</strong></td>
<td><strong>Lesson 1:</strong> “M.C. Higgins, higher than everything” Students will meet M.C. Higgins for the first time. They will also be introduced to a pattern of observing small details from different moments in the text, using those details to develop a clear, comprehensive picture of a complex character.</td>
<td><em>M.C. Higgins, the Great</em>, Virginia Hamilton, Chapter 1</td>
<td>CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.RL.6.1&lt;br&gt;CA CCSS ELA-Literacy.SL.6.1.D</td>
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<td><strong>Lesson 2:</strong> Tracing Character Connections Students will begin to make connections between their character observations to analyze a character’s consistency, contradictions, and complexity. They will observe M.C.’s interactions with his friend Ben Killburn and consider how this portrayal of M.C. influences their impressions of him.</td>
<td><em>M.C. Higgins, the Great</em>, Virginia Hamilton, Chapter 1</td>
<td>CA CCSS ELA-Literacy.RL.6.1&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.SL.6.1.D&lt;br&gt;CA CCSS ELA-Literacy.W.6.1</td>
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<td><strong>Lesson 3:</strong> Sarah’s Mountain Students will consider how M.C.’s surroundings influence his character by focusing on the almost mythical landscape of Sarah’s Mountain. They will work in pairs to map the setting, consider several passages where M.C. has distinct reactions to his setting, and answer a Writing Prompt about M.C.’s complex emotions about his home.</td>
<td><em>M.C. Higgins, the Great</em>, Virginia Hamilton, Chapter 2</td>
<td>CA CCSS ELA-Literacy.RL.6.3&lt;br&gt;CA CCSS ELA-Literacy.RL.6.5&lt;br&gt;CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.W.6.1</td>
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<td><strong>Lesson 4:</strong> Playing With Jones Higgins Students will witness M.C.’s complicated relationship with his father, Jones. They will focus on small moments from one extended scene and analyze how the mood shifts from playful to combative to understand how M.C. Higgins is not static, but has a variety of reactions to his father. Students will write to a prompt that asks them to describe their understanding of this relationship based on the whole scene.</td>
<td><em>M.C. Higgins, the Great</em>, Virginia Hamilton, Chapter 3</td>
<td>CA CCSS ELA-Literacy.RL.6.10&lt;br&gt;CA CCSS ELA-Literacy.RL.6.4&lt;br&gt;CA CCSS ELA-Literacy.W.6.1</td>
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| **Lesson 5:** Listening to Jones | Students will continue to focus on character analysis and now consider how M.C. Higgins reacts to his father. They will look at a few places where Jones gives M.C. Higgins advice and consider what M.C. does in the moment and later on in reaction to that advice, as he shifts between admiring Jones’s devotion to their ancestry and detesting his stubborn refusal to acknowledge the risks they face. | *M.C. Higgins, the Great,* Virginia Hamilton, Chapter 1, 3, and 4                                                                 | CA CCSS ELA-Literacy.RL.6.6  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.L.6.5.A  
CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.3  
CA CCSS ELA-Literacy.RL.6.5 |
| **Lesson 6:** Flex Day 1 | The teacher will assign students a differentiated Revision Assignment and/or differentiated grammar activities. For revision, students will add or further develop their use of evidence from a recent Writing Prompt.                                                                                                                                  | *M.C. Higgins, the Great,* Virginia Hamilton                                                                                     | CA CCSS ELA-Literacy.L.6.1.A  
CA CCSS ELA-Literacy.L.6.1.B  
CA CCSS ELA-Literacy.L.6.1.C  
CA CCSS ELA-Literacy.L.6.1.D  
CA CCSS ELA-Literacy.L.6.1.E  
CA CCSS ELA-Literacy.L.6.2.A  
CA CCSS ELA-Literacy.L.6.2.B  
CA CCSS ELA-Literacy.L.6.3.A  
CA CCSS ELA-Literacy.L.6.3.B  
CA CCSS ELA-Literacy.L.6.6  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 7:** M.C. the Hunter | Students will observe M.C.’s aggressive reaction to the appearance of a mysterious girl on Sarah’s Mountain, and how this reaction fits in with M.C.’s self-appointed title of “the Great.” This discussion will support students as they consider the multi-faceted nature of a complex character.                                                                 | *M.C. Higgins, the Great,* Virginia Hamilton, Chapter 5                                                                                | CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.3  
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| **Lesson 8:** Whose Teaching Makes Sense? | Students will review all of the different advice M.C. receives from the people around him, and how it relates and contrasts with his own ideas about the future of Sarah’s Mountain. Based on their understanding of these characters, and the details they’ve read about the landscape of the mountain itself, students will be able to make a claim about who provides the best advice. | *M.C. Higgins, the Great*, Virginia Hamilton, Chapter 6 | CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.SL.6.1.A  
CA CCSS ELA-Literacy.RL.6.6 |
| **Lesson 9:** Following Family Rules | Students will focus more on the mysterious Killburn family, and the folklore that surrounds them. In particular, they will analyze one story about their “witchy” ways that convinced M.C.’s mother, Banina, to stay away from the family. Students will observe how M.C. reacts to this tale, and relate his response to the changes they’ve noted in his character in different moments throughout the novel. | *M.C. Higgins, the Great*, Virginia Hamilton, Chapter 1 and 7 | CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.W.6.1 |
| **Lesson 10:** “Who you saying is a child?” | Students read closely to distinguish between the main point of view of the novel—M.C. Higgins’s point of view—and another character’s perspective on M.C.—the new girl who has arrived on the mountain. Students will observe as M.C. attempts to impress an outsider and will employ their own character analysis to figure out why M.C. risks the girl’s life and his own by taking her through a water tunnel. | *M.C. Higgins, the Great*, Virginia Hamilton, Chapter 1, 5, 7, and 8 | CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.6 |
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| **Lesson 11:** M.C. the Leader | Students will focus on the harrowing passage of M.C.’s and the girl’s attempt to pass through the water tunnel. Students will observe as M.C. displays pride, terror, strength, and vulnerability, while navigating a surreal underwater setting and a scrambled writing style. Finally, students will consider the greater picture presented by M.C.’s actions in this episode, and whether they speak for or against his title “M.C. Higgins, the Great.” | M.C. Higgins, the Great, Virginia Hamilton, Chapter 8 and 9 | CCSS-ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.RL.6.6  
CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.3 |
| **Lesson 12:** Flex Day 2 | The teacher will assign students a differentiated Revision Assignment and/or differentiated grammar activities. For revision, students will add or further develop their use of evidence from a recent Writing Prompt. | M.C. Higgins, the Great, Virginia Hamilton | CA CCSS ELA-Literacy.L.6.1.A  
CA CCSS ELA-Literacy.L.6.1.B  
CA CCSS ELA-Literacy.L.6.1.C  
CA CCSS ELA-Literacy.L.6.1.D  
CA CCSS ELA-Literacy.L.6.1.E  
CA CCSS ELA-Literacy.L.6.2.A  
CA CCSS ELA-Literacy.L.6.2.B  
CA CCSS ELA-Literacy.L.6.3.A  
CA CCSS ELA-Literacy.L.6.3.B  
CA CCSS ELA-Literacy.L.6.6  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 13:** “He knew he would never be the same.” | Students will conduct a close reading of two passages to contrast how Jones and Lurhetta view the Killburn icemen. They will analyze how these attitudes influence M.C.’s already conflicted ideas about this family, and how his actions toward them have changed throughout the text. | M.C. Higgins, the Great, Virginia Hamilton, Chapter 10 and 11 | CA CCSS ELA-Literacy.RL.6.10  
CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.RL.6.3 |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>In-Class Text Focus</th>
<th>CA Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 14: “Were they witches?”</td>
<td>Students will be introduced to a new, mysterious setting—the Mound where the Killburn family lives—and observe how M.C. interacts in these surroundings. Students will pinpoint concrete details from this scene and previous passages in the novel that represent connections and contrasts to M.C’s past actions and behavior to begin to consider how he is (or is not) changing and developing.</td>
<td><em>M.C. Higgins, the Great, Virginia Hamilton, Chapter 12</em></td>
<td>CA CCSS ELA-Literacy.RL.6.10, CCSS-ELA-Literacy.RL.6.3, CA CCSS ELA-Literacy.W.6.1, CA CCSS ELA-Literacy.RL.6.1</td>
</tr>
<tr>
<td>Lesson 15: Changing Plans</td>
<td>Students will identify the variety of reactions M.C. has during his visit to the Killburns’ land and analyze whether M.C. is helped or harmed by this new information.</td>
<td><em>M.C. Higgins, the Great, Virginia Hamilton, Chapter 13</em></td>
<td>CA CCSS ELA-Literacy.W.6.1, CA CCSS ELA-Literacy.RL.6.1, CA CCSS ELA-Literacy.RL.6.10</td>
</tr>
<tr>
<td>Lesson 16: “Not just living on the mountain”</td>
<td>Students will review the general plot of the novel, and analyze how M.C.’s attitude toward the mountain itself and his life there have changed. Students will trace the evolution of his emotions and expectations, and what his final actions indicate about his character’s progression and the future ahead. [ch. 14]</td>
<td><em>M.C. Higgins, the Great, Virginia Hamilton, Chapter 14</em></td>
<td>CA CCSS ELA-Literacy.RL.6.3, CA CCSS ELA-Literacy.RL.6.10, CA CCSS ELA-Literacy.RL.6.1, CA CCSS ELA-Literacy.SL.6.1</td>
</tr>
</tbody>
</table>

**Write an Essay**

<p>| Lesson 1: Making a Claim | Students will be introduced to the essay expectations and the Writing Prompt, choose an argument or claim to make in their essays, and gather evidence. | <em>M.C. Higgins, the Great, Virginia Hamilton</em> | CA CCSS ELA–Literacy.W.6.1, CA CCSS ELA-Literacy.RL.6.1, CA CCSS ELA-Literacy.RL.6.3 |
| Lesson 2: Writing Body Paragraph(s) | Students will write their body paragraphs and review their use of textual evidence. | <em>M.C. Higgins, the Great, Virginia Hamilton</em> | CA CCSS ELA–Literacy.W.6.1, CA CCSS ELA-Literacy.W.6.1.C |
| Lesson 3: Writing Body Paragraphs and Revising Your Claim Statement | Students will continue to work on their body paragraphs and revise their claim statements to reflect what they have written. | <em>M.C. Higgins, the Great, Virginia Hamilton</em> | CA CCSS ELA-Literacy.W.6.1, CA CCSS ELA-Literacy.W.6.1.B |</p>
<table>
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<tr>
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<th>Objectives</th>
<th>In-Class Text Focus</th>
<th>CA Common Core State Standards</th>
</tr>
</thead>
</table>
| Lesson 4: Revising Body Paragraphs and Writing an Introduction | Students will revise their body paragraphs. They will be introduced to the elements of an introduction, and will write an introduction for their essays. | *M.C. Higgins, the Great, Virginia Hamilton* | CA CCSS ELA-Literacy.W.6.1.A  
CA CCSS ELA–Literacy.W.6.5  
CA CCSS ELA-Literacy.W.6.1.C  
CA CCSS ELA-Literacy.W.6.1 |
| Lesson 5: Writing a Conclusion and Editing the Essay | Students will be introduced to the elements of a conclusion, write a conclusion, and edit their essays. | *M.C. Higgins, the Great, Virginia Hamilton* | CA CCSS ELA–Literacy.W.6.2  
CA CCSS ELA–Literacy.W.6.5  
CA CCSS ELA-Literacy.W.6.1  
CA CCSS ELA-Literacy.W.6.1.E |
## Information Literacy

The Information Literacy sub-unit is included within each Collections Unit, allowing teachers to choose which skills their students need to develop and when.

The lessons in this sub-unit provide students with essential skills required for conducting research. They learn how to validate and corroborate sources; recognize the distinctions between primary, secondary, and tertiary sources; and avoid plagiarism by properly citing sources, framing quotes, and paraphrasing.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>In-Class Text Focus</th>
<th>CA Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> Evaluating Sources: Part 1</td>
<td>Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing reliable sources from unreliable sources.</td>
<td>Pacific Northwest Tree Octopus site: <a href="http://zapatopi.net/treeoctopus/">http://zapatopi.net/treeoctopus/</a></td>
<td>CA CCSS ELA-Literacy.RI.6.5 CA CCSS ELA-Literacy.W.6.8</td>
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<tr>
<td><strong>Lesson 2:</strong> Evaluating Sources: Part 2</td>
<td>Students will review several Internet sources, working collaboratively to assess them with a credibility checklist.</td>
<td>Selected Internet sources</td>
<td>CA CCSS ELA-Literacy.W.6.8 CA CCSS ELA-Literacy.SL.6.1 CA CCSS ELA-Literacy.RI.6.1</td>
</tr>
<tr>
<td><strong>Lesson 3:</strong> Avoiding Plagiarism</td>
<td>Students will learn how to frame direct quotes and paraphrase information in order to avoid plagiarism. They will learn how to provide basic bibliographic information.</td>
<td>“Pilot Dropped Candy Into Hearts of Berlin,” ABC News “The Sweet Lure of Chocolate,” Jim Spadaccini “Prehistoric Americans Traded Chocolate for Turquoise?” Christine Dell’Amore ProjectEd plagiarism videos</td>
<td>CA CCSS ELA-Literacy.W.6.8 CA CCSS ELA-Literacy.SL.6.1 CA CCSS ELA-Literacy.SL.6.2 CA CCSS ELA-Literacy.RI.6.7</td>
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<td>Lesson</td>
<td>Objectives</td>
<td>In-Class Text Focus</td>
<td>CA Common Core State Standards</td>
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<td><strong>Scavenger Hunt and Internet Research</strong></td>
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</table>
| **Lesson 1:** Scavenger Hunt: Introducing the Collection | Students will explore a selection of texts and images in the *Titanic* Collection, developing and practicing close reading skills and discussing their findings. | Primary and secondary source documents, images, and multimedia files from the Collection | CCSS. ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.RI.6.2  
CA CCSS ELA-Literacy.RI.6.3  
CA CCSS ELA-Literacy.RI.6.5  
CA CCSS ELA-Literacy.RI.6.8  
CA CCSS ELA-Literacy.RI.6.9  
CA CCSS ELA-Literacy.W.6.9.B |
| **Lesson 2:** Scavenger Hunt: Exploring the Collection | Students will explore a selection of texts and images in the *Titanic* Collection, developing and practicing close reading skills and discussing their findings. | Primary and secondary source documents, images, and multimedia files from the Collection | CCSS. ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.RI.6.10  
CA CCSS ELA-Literacy.W.6.9 |
| **Lesson 3:** Internet Research | Students will identify a topic from a specific text or image in the Collection, generate a research question, and conduct Internet research to find the answer. | Valid Internet sources | CA CCSS ELA-Literacy.W.6.6  
CA CCSS ELA-Literacy.W.6.7  
CA CCSS ELA-Literacy.W.6.8  
CA CCSS ELA-Literacy.W.6.9 |
| **Passport and Collection Research** | | | |
| **Lesson 1:** Passport to the Titanic | Students will analyze primary source documents to research the identity of a *Titanic* passenger. They will work collaboratively to role-play, write narratives, and present their work. | *Titanic* passenger passports (created by Amplify); first-, second-, and third-class menus; timeline; cabin images and texts | CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.RI.6.7  
CA CCSS ELA-Literacy.SL.6.2  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.SL.6.1 |
| **Lesson 2:** Collection Research | Students will identify a topic from a specific text or image in the Collection and answer the accompanying close reading questions. | Primary and secondary source documents, images, and multimedia files from the Collection | CA CCSS ELA-Literacy.RI.6.10  
CA CCSS ELA-Literacy.W.6.7  
CA CCSS ELA-Literacy.W.6.9 |
<p>| Lesson 2: Conducting the Socratic Seminar | Students will use the Socratic method to discuss the Titanic disaster, following class-established protocol. | Primary and secondary source documents, images, and multimedia files from the Collection | CA CCSS ELA-Literacy.SL.6.1  CA CCSS ELA-Literacy.SL.6.1.C  CA CCSS ELA-Literacy.W.6.7  CA CCSS ELA-Literacy.W.6.9 |
| Lesson 3: Internet Research | Students will identify a topic from a specific text or image in the Collection, generate a research question, and conduct Internet research to find the answer. | Valid Internet sources | CA CCSS ELA-Literacy.W.6.7  CA CCSS ELA-Literacy.W.6.8  CA CCSS ELA-Literacy.W.6.9 |
| Lesson 1: Gathering Evidence | Students will choose from 2 research project options. They will learn how to plan their research and begin the project. | Primary and secondary source documents, images, and multimedia files from the Collection and Internet sources | CA CCSS ELA-Literacy.W.6.1  CA CCSS ELA-Literacy.W.6.7  CA CCSS ELA-Literacy.W.6.2  CA CCSS ELA-Literacy.W.6.8 |
| Lesson 2: Making a Claim and Writing a Body Paragraph | Students will use their research skills to explore the Internet and identify dependable sources of information about their chosen topics. They will then create first drafts of body paragraphs for their research essays. | Primary and secondary source documents, images, and multimedia files from the Collection and Internet sources | CA CCSS ELA-Literacy.W.6.1  CA CCSS ELA-Literacy.W.6.9  CA CCSS ELA-Literacy.SL.6.1.C  CA CCSS ELA-Literacy.W.6.2  CA CCSS ELA-Literacy.W.6.8 |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>In-Class Text Focus</th>
<th>CA Common Core State Standards</th>
</tr>
</thead>
</table>
| Lesson 3: Writing a Body Paragraph and an Introduction | Students will learn how to organize their research information and will examine the elements of a good introduction. They will then write an introductory paragraph for their papers. | Primary and secondary source documents, images, and multimedia files from the Collection and Internet sources | CA CCSS ELA-Literacy.RI.6.1  
CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.2.B  
CA CCSS ELA-Literacy.W.6.10 |
| Lesson 4: Revising and Writing a Conclusion | Students will write body and final paragraphs for their papers. They will then revise their work, adding evidence if needed. | n/a                                                                                 | CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.W.6.5  
CA CCSS ELA-Literacy.W.6.1.E  
CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.W.6.2.D  
CA CCSS ELA-Literacy.W.6.2.F |
| Lesson 5: Finishing and Editing the Essay | Students will add bibliographic information to their writing, including in-text citations and a Works Cited page. They will then correct errors, incorporate revisions, and piece together their final drafts. | n/a                                                                                 | CA CCSS ELA-Literacy.W.6.2  
CA CCSS ELA-Literacy.W.6.2.E  
CA CCSS ELA-Literacy.W.6.4  
CA CCSS ELA-Literacy.RL.6.1 |
| Lesson 6: Creating Citations and a Works Cited Page | Students will use citation guidelines to complete both in-text citations and a Works Cited page for their sources. | n/a                                                                                 | CA CCSS ELA-Literacy.RL.6.1  
CA CCSS ELA-Literacy.W.6.4 |
| Lesson 7: Multimedia Project | Students will use the Spinnr app to create a social media page based on their essay. | n/a                                                                                 | CA CCSS ELA-Literacy.W.6.7  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.SL.6.5  
CA CCSS ELA-Literacy.SL.6.4  
CA CCSS ELA-Literacy.SL.6.6 |
| Lesson 8: Multimedia Presentation | Students will discuss their research experience as they present their final multimedia projects to the class. | n/a                                                                                 | CA CCSS ELA-Literacy.SL.6.4  
CA CCSS ELA-Literacy.SL.6.6 |
## Scope and Sequence
### 6th Grade, Unit G: Beginning Story Writing

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>In-Class Text Focus</th>
<th>CA Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating a Believable Character</strong></td>
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<tr>
<td><strong>Lesson 1:</strong> Using Observations to Create a Character</td>
<td>Students will begin to create a fictional character by looking at a person in a photo. They will imagine internal thoughts for that character based on observations about him or her, to begin to explore the connection between situation and character development.</td>
<td>N/A</td>
<td>CA CCSS ELA-Literacy.W.6.3  CA CCSS ELA-Literacy.SL.6.1</td>
</tr>
<tr>
<td><strong>Lesson 2:</strong> Getting to Know Your Character</td>
<td>The students will “get to know” their characters by putting their characters into several teacher-determined situations and seeing what happens.</td>
<td>N/A</td>
<td>CA CCSS ELA-Literacy.W.6.3  CA CCSS ELA-Literacy.W.6.4  CA CCSS ELA-Literacy.SL.6.1</td>
</tr>
<tr>
<td><strong>Lesson 3:</strong> Putting a Character Into a Mundane Situation</td>
<td>Each student will place his or her character in a mundane situation and will write about how the character acts in that moment.</td>
<td>N/A</td>
<td>CA CCSS ELA-Literacy.W.6.3  CA CCSS ELA-Literacy.W.6.4  CA CCSS ELA-Literacy.SL.6.1</td>
</tr>
<tr>
<td><strong>Lesson 4:</strong> Identifying Parts of Speech</td>
<td>The students will identify nouns, verbs, adjectives, and adverbs. Each student will write about a moment, paying extra attention to the parts of speech.</td>
<td>N/A</td>
<td>CA CCSS ELA-Literacy.L.6.3  CA CCSS ELA-Literacy.W.6.3  CA CCSS ELA-Literacy.W.6.4  CA CCSS ELA-Literacy.SL.6.1</td>
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<td>Lesson</td>
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| Lesson 5:  
Purposeful Use of Parts of Speech | The students will refresh their memories about how to identify nouns, verbs, adjectives, and adverbs. They will practice using *showing* details (adjectives, nouns, strong verbs) in place of adverbs. | N/A | CA CCSS ELA-Literacy.L.6.3  
CA CCSS ELA-Literacy.W.6.3 |
| Lesson 6:  
Shape of a Story | The students will review the shape of a story, and identify the four story elements in a picture book that the teacher reads in class. | N/A | CA CCSS ELA-Literacy.W.6.3  
CA CA CCSS ELA-Literacy.W.6.5 |
| Lesson 7:  
Creating a Believable Problem | Each student will create a believable problem for his or her character and begin developing the conflict into a story. | N/A | CA CCSS ELA-Literacy.W.6.3 |
| Lesson 8:  
Creating Rising Action | The students will map out the rising action for their stories and write the first event in that rising action. | N/A | CA CCSS ELA-Literacy.W.6.3 |
| Lesson 9:  
Reviewing Parts of Speech | The students will review the parts of speech and use adverbs sparingly and purposefully. | N/A | CA CCSS ELA-Literacy.L.6.3  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.SL.6.1 |
| Experimenting With a Second Character | | | |
| Lesson 10:  
Using Observations to Create a Character | The students will create a second fictional character by looking at a person in a photo. Students will observe what the person is doing with his or her body, notice what the person’s facial expression shows about his or her feelings, and imagine what the person might be thinking. | N/A | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.SL.6.1 |
<table>
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<tr>
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<th>Objectives</th>
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<th>CA Common Core State Standards</th>
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</thead>
</table>
| **Lesson 11:** Putting a Character Into a Mundane Situation | The students will place their new character into a mundane situation and write about how the character acts in that moment. | N/A | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.L.6.3  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 12:** Punctuating and Formatting Dialogue | The students will review how to punctuate and format dialogue correctly. | N/A | CA CCSS ELA-Literacy.L.6.2  
CA CCSS ELA-Literacy.L.6.1  
CA CCSS ELA-Literacy.W.6.3 |
| **Lesson 13:** Balancing Dialogue With Narration | The students will practice making effective choices about when to use dialogue and when to use narration in their short stories. | N/A | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 14:** Shape of a Story | The students will review the shape of a story, and identify the four story elements in a picture book. | N/A | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 15:** Creating a Believable Problem | Each student will create a believable problem for his or her character and begin developing the conflict into a story. This lesson has students practice the same skills they learned in Lesson 7. | N/A | CA CCSS ELA-Literacy.W.6.3 |
| **Lesson 16:** Creating Rising Action | Each student will create rising action and a turning point for his or her second story and write the first event in that rising action. | N/A | CA CCSS ELA-Literacy.W.6.3 |
| **Lesson 17:** Punctuating and Formatting Dialogue Review | The students will review how to punctuate and format dialogue correctly. | N/A | CA CCSS ELA-Literacy.L.6.2  
CA CCSS ELA-Literacy.L.6.1  
CA CCSS ELA-Literacy.W.6.3 |
<table>
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<th>CA Common Core State Standards</th>
</tr>
</thead>
</table>
| **Lesson 18:** Balancing Dialogue With Narration Review | The students will review how to make effective choices as writers about when to use dialogue and when to use narration in their short stories. | N/A | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.W.6.5 |
| **Lesson 19:** Revising Dialogue | The students will review how to show a character’s experience without using dialogue. Students will read an excerpt with too much dialogue and will practice deleting unnecessary dialogue from their writing. | N/A | CA CCSS ELA-Literacy.W.6.5  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.L.6.3  
CA CCSS ELA-Literacy.W.6.4 |

**Writing a Short Story**

| Lesson 20: Deciding on a Storyline | The students will examine their two storylines, with guidance from the teacher, and choose which story to finish writing. They will decide on a turning point, and write the second rising action event for their story. | N/A | CA CCSS ELA-Literacy.W.6.3 |
| Lesson 21: Using Paragraphs to Sequence Moments | The students will sequence the elements of their stories and combine them into a full story. Each student will write his or her third rising action event and turning point. | N/A | CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.W.6.4 |
| Lesson 22: Revising Dialogue and Narration | The students will practice revising by incorporating showing details into the dialogue throughout their stories. | N/A | CA CCSS ELA-Literacy.W.6.5  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.L.6.3 |
| Lesson 23: Final Revisions | The students will make narrative revisions to any part of their story that they think needs it. | N/A | CA CCSS ELA-Literacy.W.6.5  
CA CCSS ELA-Literacy.W.6.3  
CA CCSS ELA-Literacy.SL.6.1 |
| Lesson 24: Editing and Writing the Final Draft | The students will correct capitalization, punctuation, and formatting errors, and will incorporate the revision changes into a neatly written or word-processed final draft. | N/A | CA CCSS ELA-Literacy.W.6.5  
CA CCSS ELA-Literacy.W.6.6  
CA CCSS ELA-Literacy.SL.6.1 |
## Scope and Sequence
### 6th Grade, Lapham’s Archive I

<table>
<thead>
<tr>
<th>Collections</th>
<th>Objectives</th>
<th>CA Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norse Mythology</td>
<td>Students will explore a curated selection of texts, images, and multimedia focused on a topic where they can conduct their own independent research. Teachers have the option to send the work of particularly enthusiastic students to <em>Lapham’s Quarterly</em>, an award-winning history magazine, for encouraging editorial notes.</td>
<td>CA CCSS ELA-Literacy:W.6.9</td>
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<tr>
<td>Body Snatchers</td>
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<td>Creation Myths/End of Days</td>
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<td>Chichen Itza</td>
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<td>Yosemite and John Muir</td>
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