Unit 6.2: Adventures

Unit Two helps students understand how adventures help expand one’s perspective. Students reflect on the word choices authors make to establish tone and focus on deliberate strategies authors use in narrative writing to craft adventure stories. As students examine author’s craft in the texts they read and discuss, they begin to consider the qualities that make their own writing unique. They learn how to develop voice in their writing to connect with the audience.

Enduring Understandings

- Effective writers develop a specific voice to match their audience and purpose.
- Adventure stories expand our perspectives by offering experiences that are different from our own.

Essential Questions

- How do authors use language purposefully to create tone?
- How do we join our voices with the thoughts and opinions of others?
- What is an adventure and how do we capture its essence in writing?

They study and apply analytical, argumentative, and creative approaches to writing. Discussion techniques and performance provide additional opportunities for students to demonstrate understanding of the unit theme. Grammar, usage, and vocabulary study draw from the texts read, thus providing a context for understanding and then implementing effective writing practices.

Common Tasks

6.2.1 Write an explanation of how two different texts create the same tone.
6.2.2 Write and present an argument defending or challenging a quotation.
6.2.3 Examine the relationship between the realistic and fantastic elements of an adventure story.
6.2.4 Write an original adventure story.
Common Core Language Standards for Grade 6

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a) Ensure that pronouns are in the proper case (subjective, objective, possessive).
   b) Use intensive pronouns (e.g., myself, ourselves).
   c) Recognize and correct inappropriate shifts in pronoun number and person.
   d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   e) Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
   b) Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a) Vary sentence patterns for meaning, reader/listener interest, and style.
   b) Maintain consistency in style and tone.
Teachers should also consult the list of Language Progressive Skills to identify those concepts initially taught in earlier grades that are most likely to require review and re-teaching, based on students’ needs. The most relevant of these may include the following:

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

<table>
<thead>
<tr>
<th>a lot</th>
<th>threw/through</th>
</tr>
</thead>
<tbody>
<tr>
<td>brake/break</td>
<td>to/too/two</td>
</tr>
<tr>
<td>quiet/quit/quite</td>
<td>you’re/your</td>
</tr>
<tr>
<td>their/there/they’re</td>
<td></td>
</tr>
</tbody>
</table>

- Recognize and correct inappropriate shifts in verb tense (L.5.1d).
Vocabulary acquisition continues to be a necessary and vital part of the English curriculum. Vocabulary study not only enhances understanding of the writer’s craft—how word choice creates character, defines mood, and sets tone—but also is the key to a richer reading of all texts. Determining meaning and understanding word structure give students the tools to become independent, strategic readers of challenging texts.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
   a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b) Use common, grade-appropriate Greek or Latin affixes and roots* as clues to the
      meaning of a word (e.g., audience, auditory, audible).
   c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print
      and digital, to find the pronunciation of a word or determine or clarify its precise
      meaning or its part of speech.
   d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by
      checking the inferred meaning in context or in a dictionary).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances
in word meanings.
   a) Interpret figures of speech (e.g., personification) in context.
   b) Use the relationship between particular words (e.g., cause/effect, part/whole,
      item/category) to better understand each of the words.
   c) Distinguish among the connotations (associations) of words with similar denotations
      (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific
words and phrases; gather vocabulary knowledge when considering a word or
phrase important to comprehension or expression.
Course Terms

Alliteration  
Allusion  
Annotate  
Author’s purpose  
Character trait  
Characterization  
Connotation  
Contemporary  
Denotation  
Dialogue  
Figurative language  
Flashback  
Foreshadowing  
Humor  
Hyperbole  
Imagery  
Inference  
Interpretation  
Irony  
Main Idea  
Metaphor  
Monologue  
Montage  
Mood  
Motivation  
Personal narrative  
Perspective  

Plot structure  
- Exposition  
- Inciting incident  
- Rising action  
- Conflict  
  - External  
  - Internal  
- Climax  
- Falling action  
- Resolution  
Point of view  
- First person  
- Third person  
Portfolio  
Reading strategies  
- Before  
- During  
- After  
Refrain  
Repetition  
Research question  
Rhetoric  
- logos  
- pathos  
- ethos  
Rhetorical devices  
Rhyme  
Rhythm  
Self-reflection  
Sensory details  
Sentence details  
Sentence structure  
Setting  
Simile  

6–Traits of Writing  
- Ideas & Development  
- Organization  
- Voice  
- Word Choice  
- Sentence Fluency  
- Conventions  
Stanza  
Subplot  
Summary  
Suspense  
Symbol  
Theme  
Tone  
Topic  
Voice  
Works cited  
Writing  

Purpose  
- Argument  
- Creative-Reflective  
- Textual Analysis  
- Research-Synthesis  
Methods of development  
- Cause-Effect  
- Comparison-Contrast  
- Exemplification  
- Problem-Solution  
Process  
- Prewriting  
- Drafting  
- Revising  
- Editing  
- Publishing
Advanced English 6 Texts
Unit 2: Adventures

Throughout the year, students should read and discuss a combination of classic literature and contemporary works from a diverse group of writers. Students need to read a variety of nonprint texts and print texts from different genres, including fiction, nonfiction, poetry, and short stories. Employ Literature Circles to provide students with a structured choice of texts. Critical reading coupled with inquiry based discussion leads to effective writing. Since advanced readers use multiple strategies to create meaning, understand the nuances of language, and connect reading to their own lives, seek content that is provocative, ambiguous, complex, and emotionally challenging.

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

Common Core State Standards

Fiction

Around the World in Eighty Days  Jules Verne
Mr. Tucket  Gary Paulsen
Peter Pan  J. M. Barrie
The Scarlet Pimpernel  Baroness Orczy
The True Confessions of Charlotte Doyle  Avi
Voyage of the Dawn Treader  C. S. Lewis
The Wanderer  Sharon Creech
When You Reach Me  Rebecca Stead
The Witch of Blackbird Pond  Elizabeth Speare

Nonfiction

“Animals to the Rescue”  National Geographic World
“A Backwoods Boy”  Russell Freedman
“Daring to Dream”  American Girl
from The Fun of It  Amelia Earhart
“Home on an Icy Planet”  Time for Kids
“Matthew Henson at the Top of the World”  Jim Haskins
“Older Run”  Gary Paulsen
“Tutankhamen” from Lost Worlds  Anne Terry White
from Woodsong  Gary Paulsen
## Poetry

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ancestors”</td>
<td>Dudley Randall</td>
</tr>
<tr>
<td>“February Twilight”</td>
<td>Sara Teasdale</td>
</tr>
<tr>
<td>“Night Journey”</td>
<td>Theodore Roethke</td>
</tr>
<tr>
<td>“Questioning Faces”</td>
<td>Robert Frost</td>
</tr>
<tr>
<td>“Something Told the Wild Geese”</td>
<td>Rachel Field</td>
</tr>
<tr>
<td>“Western Wagons”</td>
<td>Stephen Vincent Benet</td>
</tr>
<tr>
<td>“Wind and Water and Stone”</td>
<td>Octavio Paz</td>
</tr>
</tbody>
</table>

## Short Stories

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>“All Summer in a Day”</td>
<td>Ray Bradbury</td>
</tr>
<tr>
<td>“The Fun They Had”</td>
<td>Isaac Asimov</td>
</tr>
<tr>
<td>“Ghost of the Lagoon”</td>
<td>Armstrong Sperry</td>
</tr>
<tr>
<td>“The Last Great Snake”</td>
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<tr>
<td>“Nadia the Willful”</td>
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</tr>
<tr>
<td>“The Sand Castle”</td>
<td>Alma Luz Villanueva</td>
</tr>
<tr>
<td>“Stay”</td>
<td>Cynthia Rylant</td>
</tr>
<tr>
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</tr>
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</table>

## Drama

*The Phantom Tollbooth*  
Norton Juster, dramatized by Susan Nanus

## Booklet

*Talking Service: Readings for Civic Reflection*  
Great Books Foundation
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