Unit 6.4: Artistic Choices

Students examine the choices they make and the consequences that follow. They analyze how poets make choices that evoke responses from the reader and create their own poetry in this unit. Students also examine how authors use fictional works to give voice to real-world issues. Additionally, for most students, this unit is their first introduction to reading a Shakespearean play. Students paraphrase and summarize scenes from several Shakespearean plays and examine language, characterization, and plot. Not only do they read the text, they perform selected scenes. Preparation for these performances involves the close study of language and character. Studying novels in Literature Circles provides an opportunity for student choice and allows for a more independent examination of how characters make choices and react or respond to those choices. Throughout the unit students reflect on the academic, social, and personal choices they make and the successes they encounter as readers, writers, and critical thinkers.

Enduring Understandings
- Artists make deliberate choices regarding media and techniques to best express their thoughts and evoke an emotional response from the audience.
- Effective writers use language purposefully to present unique perspectives.
- Self-reflection reveals the power of choice in defining identity and determining direction.

Essential Questions
- What must artists consider when choosing the best way to convey their thoughts to an audience?
- How does literature reflect the values and conflicts of our reality?
- How do effective writers communicate their own ideas through a narrator in prose or speaker in poetry?

Common Tasks

6.4.1 Present an artistic representation of a poem.
6.4.2 Write a collection of poems based on a common theme.
6.4.3 Write an essay arguing how an author uses fiction to give voice to real-world issues.
6.4.4 Prepare and perform a scene from a play by Shakespeare.
Advanced English 6 Texts
Unit 4: Artistic Choices

Throughout the year, students should read and discuss a combination of classic literature and contemporary works from a diverse group of writers. Students need to read a variety of 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. Instruct students to use strategies before, during, and after reading to interact with texts. Provide opportunities for students to make predictions and connections as well as to question, clarify, visualize, and evaluate their reading. Critical reading coupled with inquiry based discussion leads to effective writing.

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

Common Core State Standards

Fiction

*Belle Prater’s Boy* 
Ruth White

*California Blue* 
David Klass

*Child of the Owl* 
Laurence Yep

*Little Women* 
Louisa May Alcott

*Shooting the Moon* 
Frances O’Roark Dowell

*A Single Shard* 
Linda Sue

*The White Mountains* 
John Christopher

Nonfiction

*Dear Mem Fox* 
Mem Fox

*The Lost Garden* 
Laurence Yep

Drama

*Comedy of Errors* 
*William Shakespeare*

*Excerpts from A Midsummer Night’s Dream* 
*William Shakespeare*

*As You Like It* 
*William Shakespeare*

*Romeo and Juliet* 
*William Shakespeare*

Booklet

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

“The Bells”                    Edgar Allan Poe
“Childhood”                    Frances Cornford
“Fairy Lullaby”                William Shakespeare
“The Golf Links”               Sarah N. Cleghorn
“Good Hot Dogs”                Sandra Cisneros
“How to Paint the Portrait of a Bird”  Jacques Prévert
“How to Eat a Poem”            Eve Merriam
“It Seems I Test People”        James Berry
Joyful Noise

Knock at a Star
“Listening to grownups quarreling,” Ruth Whitman
“Losing Face”                   Janet Wong
“Myrtle”                        Ted Kooser
“Narcissa”                      Gwendolyn Brooks
“Ode to My Library”            Gary Soto
Opening a Door
“Oregon Winter”                Paul Janezcko
“Primer Lesson”                Carl Sandburg
“Puppy”                        Robert L. Tyler
“The Rider”                     Naomi Shihab Nye
“A Room in the Past”            Ted Kooser
“Swift Things Are Beautiful”    Elizabeth Coatsworth
“The Walrus and the Carpenter”  Lewis Carroll
“When Maidens Are Young”       Aphra Behn
“Windy Nights”                 Rodney Bennett
“You Sing (Sonnet 52)”          Pablo Neruda

Poetry Web sites

Preview the Web sites listed below. Consider instructional use of appropriate resources.

Poetry 180                      http://www.loc.gov/poetry/180/
Poetry Foundation               http://www.poetryfoundation.org/
Poetry Out Loud                 http://www.poetryoutloud.org/
Poets.org                       http://www.poets.org/
On-level English 6 Texts
Unit 4: Artistic Choices

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. Instruct students to use strategies before, during, and after reading to interact with texts. Provide opportunities for students to make predictions and connections as well as to question, clarify, visualize, and evaluate their reading. Critical reading coupled with inquiry based discussion leads to effective writing.

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

Common Core State Standards

Fiction

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

Nonfiction

Dear Mem Fox  Mem Fox
The Lost Garden  Laurence Yep

Drama

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

Talking Service: Readings for
Civic Reflection

Great Books Foundation

Poetry

“The Bells”  Edgar Allan Poe
“Childhood”  Frances Cornford
“Fairy Lullaby”  William Shakespeare
“The Golf Links”  Sarah N. Cleghorn
“Good Hot Dogs”  Sandra Cisneros
“How to Paint the Portrait of a Bird”  Jacques Prévert
“How to Eat a Poem”  Eve Merriam
“It Seems I Test People”  James Berry
Joyful Noise  Paul Fleischman
Knock at a Star  X. J. Kennedy
“Listening to grownups quarreling,”  Ruth Whitman
“Losing Face”  Janet Wong
“Myrtle”  Ted Kooser
“Narcissa”  Gwendolyn Brooks
“Ode to My Library”  Gary Soto
Opening a Door  Paul Janezcko
“Oregon Winter”  Jeanne McGaheys
“ Primer Lesson”  Carl Sandburg
“Puppy”  Robert L. Tyler
“The Rider”  Naomi Shihab Nye
“A Room in the Past”  Ted Kooser
“Swift Things Are Beautiful”  Elizabeth Coatsworth
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“Windy Nights”  Rodney Bennett
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Poetry Web sites

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Poetry Foundation  http://www.poetryfoundation.org/
Poetry Out Loud  http://www.poetryoutloud.org/
Poets.org  http://www.poets.org/
# Course Terms

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>The repetition of the first letter of each word in a phrase or sentence.</td>
</tr>
<tr>
<td>Allusion</td>
<td>An implied or indirect reference to a person, place, thing, or event.</td>
</tr>
<tr>
<td>Annotate</td>
<td>To write marginal notes or comments to explain or summarize text.</td>
</tr>
<tr>
<td>Author’s purpose</td>
<td>The purpose or intent of the author in writing the text.</td>
</tr>
<tr>
<td>Character trait</td>
<td>A distinctive characteristic or trait of a person or character.</td>
</tr>
<tr>
<td>Characterization</td>
<td>The act of describing or presenting the characteristics of a person or character.</td>
</tr>
<tr>
<td>Connotation</td>
<td>The connotative meaning of a word or phrase, beyond its denotative meaning.</td>
</tr>
<tr>
<td>Contemporary</td>
<td>Relating to the present or modern times.</td>
</tr>
<tr>
<td>Denotation</td>
<td>The act of giving a name or description to a concept, idea, or object.</td>
</tr>
<tr>
<td>Dialogue</td>
<td>The act of speaking or communicating with another person or group.</td>
</tr>
<tr>
<td>Figurative language</td>
<td>Language that uses figures of speech or expresses ideas in a poetic or imaginative manner.</td>
</tr>
<tr>
<td>Flashback</td>
<td>A recollection of events in the past, typically before the main events.</td>
</tr>
<tr>
<td>Foreshadowing</td>
<td>Setting up ideas or events that will be developed later in the text.</td>
</tr>
<tr>
<td>Humor</td>
<td>An element of humor or the act of making something amusing or comical.</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>A rhetorical device that employs exaggerated language to stress or emphasize a point.</td>
</tr>
<tr>
<td>Imagery</td>
<td>The act of representing something visually, typically through art or images.</td>
</tr>
<tr>
<td>Inference</td>
<td>The act of inferring or deducing information from facts or evidence.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>The act of explaining or interpreting the meaning of a text or work.</td>
</tr>
<tr>
<td>Irony</td>
<td>A literary device where the meaning of a word or phrase is the opposite of its intended meaning.</td>
</tr>
<tr>
<td>Main Idea</td>
<td>The main point or idea of a text or work.</td>
</tr>
<tr>
<td>Metaphor</td>
<td>A figure of speech that expresses a truth through a comparison or resemblance.</td>
</tr>
<tr>
<td>Monologue</td>
<td>A speech delivered by a single person.</td>
</tr>
<tr>
<td>Montage</td>
<td>A series of related ideas or events presented together.</td>
</tr>
<tr>
<td>Mood</td>
<td>A quality or state of mind that affects behavior.</td>
</tr>
<tr>
<td>Motivation</td>
<td>The act of stimulating or inducing someone to do something.</td>
</tr>
<tr>
<td>Personal narrative</td>
<td>A narrative that is presented from the perspective of an individual.</td>
</tr>
<tr>
<td>Personification</td>
<td>The act of presenting someone as having a particular characteristic or trait.</td>
</tr>
<tr>
<td>Perspective</td>
<td>The act of taking into account or considering.</td>
</tr>
<tr>
<td>Plot structure</td>
<td>The structure or organization of the events in a story.</td>
</tr>
<tr>
<td>6–Traits of Writing</td>
<td>The six traits that make up the concept of writing:</td>
</tr>
<tr>
<td>Ideas &amp; Development</td>
<td>The ideas and development in a text.</td>
</tr>
<tr>
<td>Organization</td>
<td>The organization of the elements of a text or work.</td>
</tr>
<tr>
<td>Voice</td>
<td>The act of speaking or communicating.</td>
</tr>
<tr>
<td>Word Choice</td>
<td>The word choice made in a text.</td>
</tr>
<tr>
<td>Sentence Fluency</td>
<td>The fluency of the sentences in a text.</td>
</tr>
<tr>
<td>Conventions</td>
<td>The conventions followed in a text or work.</td>
</tr>
<tr>
<td>Stanza Subplot</td>
<td>A stanza is a unit of a poem.</td>
</tr>
<tr>
<td>Summarization</td>
<td>The act of summarizing or condensing information.</td>
</tr>
<tr>
<td>Suspense</td>
<td>An element of suspense or the act of creating suspense.</td>
</tr>
<tr>
<td>Symbol</td>
<td>A symbol is a figure, image, or word that represents an idea or concept.</td>
</tr>
<tr>
<td>Theme</td>
<td>The central or controlling theme of a text or work.</td>
</tr>
<tr>
<td>Tone</td>
<td>The act of using tone or mood in a text.</td>
</tr>
<tr>
<td>Topic</td>
<td>A specific subject or area of discussion.</td>
</tr>
<tr>
<td>Voice</td>
<td>The act of speaking or communicating.</td>
</tr>
<tr>
<td>Works cited</td>
<td>The works that are cited or referenced in a text.</td>
</tr>
<tr>
<td>Writing</td>
<td>The act of writing or the creation of written work.</td>
</tr>
<tr>
<td>Purposes</td>
<td>The purposes or intents of writing.</td>
</tr>
<tr>
<td>Argument</td>
<td>The act of arguing or presenting an argument.</td>
</tr>
<tr>
<td>Creative-Reflective</td>
<td>A style of writing that combines creative and reflective elements.</td>
</tr>
<tr>
<td>Textual Analysis</td>
<td>The analysis of a text or work.</td>
</tr>
<tr>
<td>Research-Synthesis</td>
<td>The synthesis of research findings.</td>
</tr>
<tr>
<td>Methods of development</td>
<td>The methods used in the development of a text or work.</td>
</tr>
<tr>
<td>Cause-Effect</td>
<td>The cause-effect relationship in a text or work.</td>
</tr>
<tr>
<td>Comparison-Contrast</td>
<td>A style of writing that compares and contrasts elements.</td>
</tr>
<tr>
<td>Exemplification</td>
<td>The act of providing examples or illustrations.</td>
</tr>
<tr>
<td>Problem-Solution</td>
<td>The problem-solution relationship in a text or work.</td>
</tr>
<tr>
<td>Process</td>
<td>The process used in the writing of a text.</td>
</tr>
<tr>
<td>Prewriting</td>
<td>The act of preparing or drafting a text.</td>
</tr>
<tr>
<td>Drafting</td>
<td>The act of drafting or preparing a text.</td>
</tr>
<tr>
<td>Revising</td>
<td>The act of revising or reviewing a text.</td>
</tr>
<tr>
<td>Editing</td>
<td>The act of editing or proofreading a text.</td>
</tr>
<tr>
<td>Publishing</td>
<td>The act of publishing or distributing a text.</td>
</tr>
</tbody>
</table>
Language Standards

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

Common Core Language Standards for Grade 6

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

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.