

First Semester Novel and ELA Strands Integration—6th Grade

Week 1:

- *The Face on the Milk Carton* chapter 1
 - “Child Abductions” Expository
- Vocabulary Chapter 1
- Dialectical Journal I
- Review nouns

Week 2:

- *The Face on the Milk Carton* chapter 2
- Vocabulary Chapter 2
- Essay
- Review nouns

Week 3:

- *The Face on the Milk Carton* chapter 3
 - “It Used to be Just a Milk Carton” Expository
- Vocabulary Chapter 3
- Dialectical Journal I
- Review verbs

Week 4:

- *The Face on the Milk Carton* chapter 4
- Vocabulary chapter 4
- Essay
- Review verbs

Week 5:

- *The Face on the Milk Carton* chapter 5
 - “The Little Boy Lost” TPCASSSTT
- Vocabulary chapter 5
- Dialectical Journal II
- Review pronouns

Week 6:

- *The Face on the Milk Carton* chapter 6
- Vocabulary chapter 6
- Essay
- Review pronouns

Week 7:

- *The Face on the Milk Carton* chapter 7
 - “The Kidnapping” TPCASSSTT
- Vocabulary chapter 7
- Dialectical Journal II
- Review adjectives

Week 8:

- *The Face on the Milk Carton* chapter 8
- Vocabulary chapter 8
- Essay
- Review adverbs

Week 9:

- *The Face on the Milk Carton* chapter 9
 - “The Mask” TPCASSSTT
- Vocabulary chapter 9
- Dialectical Journal II
- Review prepositions

Week 10:

- *The Face on the Milk Carton* chapter 10
- Vocabulary chapter 10
- Essay
- Review conjunctions

Week 11:

- *The Face on the Milk Carton* chapter 11
 - “The Land of Nod” TPCASSSTT
- Vocabulary chapter 11
- Dialectical Journal III
- Review Interjections

Week 12:

- *The Face on the Milk Carton* chapter 12
- Vocabulary chapter 12
- Essay
- Review basic sentences, fragments, run-ons

Week 13:

- *The Face on the Milk Carton* chapter 13
 - “The Ransom of Red Chief” SIFTT/DIDLS
- Vocabulary chapter 13
- Dialectical Journal III
- Review basic punctuation rules

Week 14:

- *The Face on the Milk Carton* chapter 14
- Vocabulary chapter 14
- Essay
- Review all comma rules and semicolon

Week 15:

- *The Face on the Milk Carton* chapter 15

- “Letters from a Stranger” DRAMA
- Vocabulary chapter 15
- Dialectical Journal I, II, and/or III
- Review compound sentences

Week 16:

- Analysis Activities
- Test(s)
- Essay
- Review appositives

Week 17:

- Open-ended responses
- Test(s)
- Review adjective clauses

Week 18:

- Film Analysis
- Essay
- Review adverb clauses

Second Semester Novel and ELA Strands Integration—6th Grade

Week 1:

- *Welcome to the Ark*
 - “To the Crazy Ones” TPCASSSTT
- Vocabulary
- Essay
- Review noun clauses

Week 2:

- *Welcome to the Ark*
 - “The Gifted Child” TPCASSSTT
- Vocabulary
- Dialectical Journal I, II, and/or III
- Open-ended responses
- Review compound, complex, and compound-complex

Week 3:

- *Welcome to the Ark*
 - If Dr. Seuss Had a Gifted Child...” TPCASSSTT
- Vocabulary
- Essay
- Review compound, complex, and compound-complex

Week 4:

- *Welcome to the Ark*
 - “Psycho Kinesis” Expository
- Vocabulary
- Dialectical Journal I, II, and/or III
- Open-ended responses
- Review compound, complex, and compound-complex

Week 5:

- *Welcome to the Ark*
- Vocabulary
- Essay
- Review compound, complex, and compound-complex

Week 6:

- *Welcome to the Ark*
 - “The ‘me’ behind the mask: intellectually gifted students and the search for identity” Expository
- Vocabulary
- Dialectical Journal I, II, and/or III
- Open-ended responses
- Review grammar skills needed to fill instructional holes

Week 7:

- *Welcome to the Ark*
 - “The ‘me’ behind the mask: intellectually gifted students and the search for identity” Expository
- Vocabulary
- Essay
- Review grammar skills needed to fill instructional holes

Week 8:

- *Welcome to the Ark*
 - “The ‘me’ behind the mask: intellectually gifted students and the search for identity” TPCASSSTT
- Vocabulary
- Essay
- Review grammar skills needed to fill instructional holes

Week 9:

- *Welcome to the Ark*
 - “The ‘me’ behind the mask: intellectually gifted students and the search for identity” TPCASSSTT
- Vocabulary
- Dialectical Journal I, II, and/or III
- Open-ended responses
- Review grammar skills needed to fill instructional holes

Week 10:

- *Welcome to the Ark*
 - “The Terrorist, He Waits” TPCASSSTT
- Vocabulary
- Essays
- Review grammar skills needed to fill instructional holes

Week 11:

- *Welcome to the Ark*
 - “102 Minutes” DRAMA
- Vocabulary
- Dialectical Journal I, II, and/or III
- Open-ended responses
- Review grammar skills needed to fill instructional holes

Week 12:

- *Welcome to the Ark*
 - “Exploring the ‘Root Causes’ of Terrorism” Expository
- Vocabulary
- Essay
- Review grammar skills needed to fill instructional holes

Week 13:

- *Welcome to the Ark*
 - “Our War Zone” SIFTT/DIDLS
- Vocabulary
- Dialectical Journal I, II, and/or III
- Open-ended responses
- Review grammar skills needed to fill instructional holes

Week 14:

- *Welcome to the Ark*
- Vocabulary
- Essay
- Review grammar skills needed to fill instructional holes

Week 15:

- Analysis Activities
- Test(s)
- Review grammar skills needed to fill instructional holes

Week 14:

- “Night at the Museum” Research Project
- Model research activities
- Research brainstorming activity sheets
- Complete for each of the three fairy tales to determine research topic
- Begin initial research activities

Week 16:

- Complete research activities
- Complete outline
- Complete rough draft of research paper

Week 17:

- Complete research paper
- Compose and illustrate fractured fairy tale

Week 18:

- Film Analysis

The semester is actually eighteen weeks in length. The plan accounts for eighteen weeks with a film analysis that week so that pacing may be modified to fit specific student needs and to allow for required district level assessments such as C-Scope unit assessments and Benchmarks.