



**English Department**

**Semester: 2**

**2025 – 2026**

<b>Grade Level</b>	<b>Grade 6</b>		<b>Subject: English</b>	
<b>Teacher(s) Name</b>	Maya Al-Atassi / Alaa K			
<b>Textbook</b>	Into Literature			
<b>Week #</b>	<b>Dates</b>		<b>Lesson Title / Pages</b>	<b>CCSS / NGSS Code / MOE</b>
20	Feb 2 <sup>nd</sup>	Feb 6 <sup>th</sup> Feb 7 <sup>th</sup> <b>Parents' Meeting 2</b>  <b>Winter MAP Science-Math-Language -Reading Gr.3-9 (Feb 5 - Feb 20) NGRT Form B (Feb. 5 - Feb.13)</b>	<b>Reading Informational Text:</b> <b>“Wild Animals Aren’t Pets”</b> Lesson Opener (1 session)  <b>Skills:</b> Main Idea Author’s purpose Cite textual Evidence (2 sessions)  <b>Speaking and Listening:</b> Present an argument. Have a debate in class about owning exotic animals. (1 session)  <b>Writing</b> <b>Argumentative Writing:</b> Identifying elements of argumentative writing and brainstorming ideas and	RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.10; W.6.2a; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.7; W.6.10; SL.6.1a; SL.6.1c; SL.6.2;

			coming up with a claim. (1 session)	
21	Feb 9 <sup>th</sup>	Feb 13 <sup>th</sup> Feb 9-10 Second Mid-term Break for Students and Teaching/Admin Staff	<p><b>Reading Informational Text:</b></p> <p><b>“Wild Animals Aren’t Pets”</b></p> <p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p>Vocabulary: - Exotic – Dictate – Exempt – Regulate (2 sessions)</p> <p><b>Generative Vocabulary</b></p> <p><b>Focus:</b> Prefixes <b>pre-</b>, <b>auto-</b>, and Greek Root <b>graph</b>.</p> <p><b>Reading Comprehension Formal Assessment- Q3 2025-2026</b></p>	<p>RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.10; W.6.2a; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.7; W.6.10; SL.6.1a; SL.6.1c; SL.6.2;</p>
22	Feb 16 <sup>th</sup>	Feb 20 <sup>th</sup>	<p><b>Reading Informational Text:</b></p> <p><b>“Let People Own Exotic Animals”</b></p> <p>Main Idea</p> <p>Author’s purpose</p> <p>Cite textual Evidence</p> <p>(2 session)</p>	<p>RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.10; W.6.2a; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.7; W.6.10; SL.6.1a; SL.6.1c; SL.6.2</p> <p>L.6.1.A; L.6.1.B; L.6.1.C; L.6.1.D</p>

			<p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p>Subordinating conjunctions (2 session)</p> <p><b>Writing</b></p> <p><b>Argumentative Writing:</b></p> <p>First draft self and peer check (1 session)</p>	
23	Feb 23 <sup>rd</sup>	Feb 27 <sup>th</sup>	<p><b>Reading Informational Text:</b></p> <p>(From <b>“Wild Animals aren’t Pets/Let People own Exotic Animals”</b>)</p> <p>Whole class reading: Identify the claim in and argument Author’s purpose main idea (2 sessions)</p> <p><b>Writing</b></p> <p>Argumentative Writing: Final draft (2 sessions)</p> <p><b>Speaking and Listening Assessment Q.3 2025-2026</b> ( 1 session )</p>	<p>RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.10; W.6.2a; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.7; W.6.10; SL.6.1a; SL.6.1c; SL.6.2</p> <p>L.6.1.A; L.6.1.B; L.6.1.C; L.6.1.D</p>
24	Mar 2 <sup>nd</sup>	Mar 6 <sup>th</sup>	<p><b>Unit 5 Opener: Surviving the unthinkable</b></p> <p><b>What does it take to be a survivor?</b></p> <p><b>(2 sessions)</b></p>	<p>RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.6; W.6.3d; W.6.10; SL.6.4; SL.6.5; L.6.1e; L.6.2a; L.6.3a; L.6.4a; L.6.4c; L.6.4d; L.6.5a; L.6.5b; L.6.6</p>

			<p><b>Reading Informational Text:</b></p> <p>(From “Into the Lifeboat”)</p> <p>Whole class reading: Identify author’s purpose (1 session)</p> <p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p>Reluctance- Reassure- Fascinate- Unrestrainedly-Agonizing (2 sessions)</p> <p><b>Generative Vocabulary</b></p> <p><b>Focus:</b> <b>Prefixes:</b> <i>pre-</i>, <i>re-</i> (before, again) <b>Suffixes:</b> <i>-able</i>, <i>-less</i> (capable of, without)</p>	
25	Mar 9 <sup>th</sup>	<p>Mar 13<sup>th</sup>  <span style="background-color: yellow;">Mar.16th to Mar.27th: Spring Holiday</span></p>	<p><b>Reading Informational Text:</b></p> <p>(From “Into the Lifeboat”)</p> <p>Figurative Language (2 sessions)</p> <p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p>Language: Conjunctions- Identifying Subordinating Conjunctions (SWABIs-THAMO’s) (1 session)</p>	<p>RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.6; W.6.3d; W.6.10; SL.6.4; SL.6.5; L.6.1e; L.6.2a; L.6.3a; L.6.4a; L.6.4c; L.6.4d; L.6.5a; L.6.5b; L.6.6</p>

			<p><b>Reading Comprehension Assessment Q3-2025-2026</b></p> <p><b>Writing:</b></p> <p><b>Research paper:</b> Coming up with research questions. (1 session)</p> <p>Writing a topic/thesis statement (1 session)</p>	
26	Mar 30 <sup>th</sup>	<p>Apr 3<sup>rd</sup>  <b>Spring MAP Test:  March 30<sup>th</sup> - May 1<sup>st</sup></b></p>	<p><b>Reading Literary Text:  (From “Long Walk to Water”)</b></p> <p>Whole class reading:  Identify the story elements  Text structure (1 session)</p> <p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p><b>Vocabulary</b></p> <p>Language: Possessive Pronouns (1 session)</p> <p><b>Writing</b></p> <p>Research paper: Create an outline to direct the first draft of a research paper (1 session)</p> <p><b>Speaking and Listening</b></p> <p>Discuss the challenges Salva faces and what character traits would be required to meet these challenges.</p>	<p>RL.6.1; RL.6.2; RL.6.4;  RL.6.5; RL.6.9;  RL.6.10; W.6.7;  W.6.9a; W.6.10;  SL.6.6; L.6.5a; L.6.6</p>

			<p>As a group, review the text and make a list of each challenge. Review the ending and make predictions about the challenges Salva may face later.</p> <p>(1 session)</p>	
27	Apr 6 <sup>th</sup>	Apr 10 <sup>th</sup>	<p><b>Guided Reading Unit 5</b></p> <p><b>(From “Long Walk to Water”)</b></p> <p>Whole class reading: Identify the story elements Text structure (1 session)</p> <p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p><b>Vocabulary</b> veer, hesitate, collapse</p> <p>Scurry, shoulder (1 session)</p> <p><b>Generative Vocabulary</b></p> <p><b>Focus:</b> <b>Suffixes:</b> <i>-ment, -ive, -al, -ic</i> <i>(Forms nouns and adjectives related to action, quality, or condition)</i></p> <p><b>Language:</b> Using Quotation marks in dialogue (1 session)</p>	<p>RL.6.1; RL.6.2; RL.6.4; RL.6.5; RL.6.9; RL.6.10; W.6.7; W.6.9a; W.6.10; SL.6.6; L.6.5a; L.6.6</p>

			<p><b>Writing:</b></p> <p>Research paper: Review the final draft with the works cited page (1 session)</p> <p><b>Reading Comprehension Assessment Q3 2025-2026</b> (1 session)</p>	
28	Apr 13 <sup>th</sup>	Apr 17 <sup>th</sup>	<p><b>Reading Literary Text: Unit 5</b> <b>(From “Long Walk to Water”)</b></p> <p>Whole class reading: Identify the story elements Text structure (1 session)</p> <p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p><b>Vocabulary</b></p> <p>Language: Possessive Pronouns (2 sessions)</p> <p><b>Listening Formal Assessment Q3- 2025-2026</b></p> <p><b>Writing</b></p> <p>Research paper: Create an outline to direct the first draft of a research paper (1 session)</p>	<p>RL.6.1; RL.6.2; RL.6.4; RL.6.5; RL.6.9; RL.6.10; W.6.7; W.6.9a; W.6.10; SL.6.6; L.6.5a; L.6.6</p>

29	Apr 20 <sup>th</sup>	<p style="text-align: center;">Apr 24<sup>th</sup>  <b>End of Quarter 3</b>  NGRT Form C: April 20th to April 30th</p>	<p><b>Reading Literary Text:</b>  Unit 5  <b>After the Hurricane</b>  <b>Poem by Rita Williams-Garcia</b></p> <p>Analyze Free Verse /  Analyze Figurative  Language (2 sessions)</p> <p><b>Language (Grammar and Vocabulary based on CCSS):</b> Pronouns and Repetition (1 session)</p> <p><b>Writing:</b>  Write a brief paragraph (5–7 sentences) explaining how repetition and figurative language help express the speaker’s feelings about the hurricane’s aftermath.</p> <p><b>Speaking:</b>  Resilience and Hope in <i>After the Hurricane</i>  Prepare a 3–5-minute speech discussing these themes, relating them to the poem and to real-life experiences.</p>	
30	Apr 27 <sup>th</sup>	<p style="text-align: center;">May 1<sup>st</sup>  <b>May 2nd : Parents’ Meeting 3</b></p>	<p><b>Reading Literary Text:</b>  Unit 7  <b>After the Hurricane</b>  <b>Poem by Rita Williams-Garcia</b></p> <p>Analyze Free Verse (Session 1)</p> <p>Analyze Repetition and Rhythm (Session 2)</p> <p>Analyze Figurative Language and Personification (Session 3)</p>	<p>RI.6.1; RI.6.2; RI.6.3;  RI.6.4; RI.6.6;  SL.6.1,SL.6.1.A,  SL.6.1.B, SL.6.C  SL.6.2, SL.6.5</p>

			<p>Analyze Speaker's Perspective and Conflict (Session 4)</p> <p><b>Language (Grammar and Vocabulary based on CCSS):</b> Pronouns and Repetition (Session 5)</p> <p><b>Generative Vocabulary</b>  <b>Root:</b> <i>struct</i> (Latin root meaning "build")  <b>Suffixes:</b> <i>-ion, -or</i></p> <p><b>Writing:</b>  Write a brief paragraph (5–7 sentences) explaining how repetition and figurative language help express the speaker's feelings about the hurricane's aftermath.</p> <p><b>Speaking:</b>  Resilience and Hope in <i>After the Hurricane</i>  Prepare a 3–5-minute speech discussing these themes, relating them to the poem and to real-life experiences.</p>	
31	May 4 <sup>th</sup>	May 8 <sup>th</sup>	<p><b>Reading Literary Text:</b>  Unit 6</p> <p>(From "<b>From: Storytelling</b>" or external text)</p> <p>Whole class reading:  Understanding main idea in a non-fiction text</p> <p>(2 sessions)</p>	<p>RL.6.1; RL.6.2; RL.6.4;  RL.6.5; RL.6.9;  RL.6.10; W.6.7;  W.6.9a; W.6.10;  SL.6.6; L.6.5a; L.6.6</p>

			<p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p>Language: Quotation Marks (1 session)</p> <p><b>Language</b></p> <p>Assessment (1 session)</p>	
32	May 11 <sup>th</sup>	<p>May 15<sup>th</sup></p> <p><b>Grade 12 Final Exams Start May 13</b></p>	<p><b>Guided Reading Unit 6</b></p> <p>(From “<b>From: Storytelling</b>”)</p> <p>Whole class reading: Understanding main idea in a non-fiction text</p> <p>(2 Sessions)</p> <p><b>Language (Grammar and Vocabulary based on CCSS)</b></p> <p>Language: Neither nor/Either or (1 session)</p> <p><b>Speaking Research Paper Presentation (2 sessions)</b></p>	<p>RL.6.1; RL.6.2; RL.6.4; RL.6.5; RL.6.9; RL.6.10; W.6.7; W.6.9a; W.6.10; SL.6.6; L.6.5a; L.6.6</p>
33	May 18 <sup>th</sup>	May 22 <sup>nd</sup>	<p><b>Reading Literary Text: Unit 6</b></p> <p><b>The Mouse Bride</b> Folktale retold by Heather Forest Analyze Theme /Analyze Purpose and Text Structure <b>(2 sessions)</b></p> <p><b>Language (Grammar and Vocabulary based on</b></p>	<p>RL.6.1; RL.6.2; RL.6.4; RL.6.5; RL.6.9; RL.6.10; W.6.7; W.6.9a; W.6.10; SL.6.6; L.6.5a; L.6.6</p>

			<p><b>CCSS):</b> Adjectives and Adverbs. (1 session)</p> <p><b>Writing:</b> Write a brief paragraph (5-7 sentences) discussing how the story's conclusion reveals the folktale's central moral lesson.</p> <p><b>Speaking: Recognition of Self-Worth</b> in "The Mouse Bride"</p> <p>Prepare a 3–5-minute speech discussing this theme, relating it to both the story and real-life experiences.</p>	
34	May 25 <sup>th</sup>	May 29 <sup>th</sup> Eid Al-Adha Holiday	<p><b>Reading Literary Text:</b> Unit 6</p> <p><b>The Mouse Bride</b> Folktale retold by Heather Forest Analyze Theme /Analyze Purpose and Text Structure (2 sessions)</p> <p><b>Language (Grammar and Vocabulary based on CCSS):</b> Adjectives and Adverbs. (1 session)</p> <p><b>Writing:</b> Summarize the story of <b>The Mouse Bride</b> focusing on its key elements.</p> <p><b>Speaking:</b> Discuss the importance of humility in life.</p>	
35	Jun 1 <sup>st</sup>	Jun 5 <sup>th</sup>	<p><b>Speaking</b> <b>Research Paper</b> <b>Presentation (1 session)</b></p>	SL.6.6; L.6.5a; L.6.6

36	Jun 8 <sup>th</sup>	Jun 12 <sup>th</sup>	Jun 8 -9 -10 Revision for Final Exam (Skills)
37	Jun 15 <sup>th</sup>	Jun 19 <sup>th</sup>	Jun 11 - Jun 22: Final Exams for Grades 4-11.
38	Jun 22 <sup>nd</sup>	Jun 26 <sup>th</sup>	Jun 22: Make-up Exam for absent students.
39	Jun 29 <sup>th</sup>	Jul 3 <sup>rd</sup>	June 30 - July 2: Make-up Exam for failing students.

**Summer Break for students: July 3<sup>rd</sup> to August 23<sup>rd</sup>**