



English Department

Semester: 1

2026-2027

Grade Level		6	Subject: English			
Teacher(s) Name		Alaa Keichour & Merwa Bounane				
Textbook		HMH Into Literature				
Week #	Dates		Lesson Title / Pages		CCSS / NGSS Code / MOE/ IXL	
1	Aug 31	Sept 4	Class Rules Ice Breaking General Revision Setting Goals Introducing digital books and platforms Writing: Writing activity to set personal milestones, goals, and objectives for semester 1.		W.6.4; W.6.10; SL.6.1; SL.6.6; L.6.1; L.6.2	
2	Sept 7	Sept 11	Baseline Test (Diagnostic) (2 sessions) Journal Writing: Think of a time when you wanted others to hear your ideas, feelings, or opinions. What did you do to make yourself heard? Was it effective? Explain what happened and what you learned from the experience. Reading Literary Text: Unit Opener Unit 1 Discovering Your Voice: How can you make yourself heard? From Brown Girl Dreaming (p 4-15)		RI.6.3; RI.6.6; RI.6.10 W.6.7; W.6.2e; W.6.3; W.6.5; W.6.10 L.6.6; L.6.4a; L.6.4c SL.6.1a; SL.6.1b; SL.6.2; L.6.3b https://www.ixl.com/ela/grade-	

			Analyze memoir/ Analyze text structure and purpose (1 session) Language (Grammar and Vocabulary based on CCSS) Vocabulary: Appropriate-Authority- Consequence- Element-Justify (1 session) Language (Grammar and Vocabulary based on CCSS): Common and Proper Nouns (1 session)	6/identify-text-structures https://www.ixl.com/ela/grade-6/identify-the-authors-purpose
3	Sept 14	Sept 18 NGRT ONE SESSION	Reading Literary Text: From Brown Girl Dreaming (p 4-15) Analyze memoir, Analyze text structure and purpose. (4 sessions) Reflective writing: Low level: Write about one goal you want to achieve. Explain why it is important to you. Tell what you can do to reach your goal. Write about one problem you might have and how you can solve it. High/middle achievers: What dreams do you have for your own life? Describe your goals, explain why they are important to you, and discuss the steps you can take to achieve them. You may also describe any challenges you might face and how you would overcome them.	RI.6.3; RI.6.6; RI.6.10 W.6.7; W.6.2e; W.6.3; W.6.5; W.6.10 L.6.6; L.6.4a; L.6.4c SL.6.1a;SL.6.1b; SL.6.2; L.6.3b https://www.ixl.com/ela/grade-6/identify-text-structures https://www.ixl.com/ela/grade-6/identify-the-authors-purpose
4	Sept 21	Sept 25	Journal Writing: What keeps people from giving up? Write about a time when you or someone you know faced a challenge. Explain what helped you or that person keep going. What lesson did you learn from that experience? Reading Literary Text:	RI.6.5; RI.6.6; RI.6.10; W.6.3; W.6.4; W.6.5; W.6.10; L.6.1; L.6.3; L.6.4b; L.6.4d; L.6.6 https://www.ixl.com/ela/grade-5/select-

			Unit 2 Opener: Never Give Up A Schoolgirl's Diary from I Am Malala What keeps people from giving up? Analyze features of informational text. (2 sessions) Generative Vocabulary: Prefixes pre-/mis-/re- (1 session) Language (Grammar and Vocabulary based on CCSS) Parts of speech: adjectives (1session) Language (Grammar and Vocabulary based on CCSS): Debate, defy, anonymous, edict, pseudonym (1 session)	and-use-text-features https://www.ixl.com/ela/grade-6/analyze-passages-from-i-am-malala-part-1 https://www.ixl.com/ela/grade-6/analyze-passages-from-i-am-malala-part-2 https://www.ixl.com/ela/grade-6/identify-adjectives
5	Sept 28	Oct 2 Fall MAP Reading (2 sessions)	Reading Literary Text: Unit 2 Never Give Up A Schoolgirl's Diary from I Am Malala (820 L) Analyze features of informational text. (1 session) Writing: Personal Narrative writing: Identifying elements of a personal narrative/ Brainstorming ideas/Analyzing a sample (1 session) Writing: Personal Narrative writing: 1st draft (1 session)	RI.6.5; RI.6.6; RI.6.10; W.6.3; W.6.4; W.6.5; W.6.10; L.6.4a; L.6.4d; L.6.6 https://www.ixl.com/ela/grade-5/select-and-use-text-features https://www.ixl.com/ela/grade-6/analyze-passages-from-i-am-malala-part-1 https://www.ixl.com/ela/grade-6/analyze-passages-from-i-am-malala-part-1

				6/analyze-passages-from-i-am-malala-part-2
6	Oct 5	Oct 9 Fall MAP Language (1 session)	Reading Literary Text: Unit 2 Never Give Up A Schoolgirl's Diary from I Am Malala (820 L) Analyze features of informational text. (2 sessions) Language (Grammar and Vocabulary based on CCSS): Parts of speech: Adverbs (1 session) Writing: Personal Narrative Self and peer check. (1 session)	RI.6.5; RI.6.6; RI.6.10; W.6.4; W.6.5; L.6.1; L.6.3 https://www.ixl.com/ela/grade-5/select-and-use-text-features https://www.ixl.com/ela/grade-6/identify-adverbs https://www.ixl.com/ela/grade-6/analyze-passages-from-i-am-malala-part-1 https://www.ixl.com/ela/grade-6/analyze-passages-from-i-am-malala-part-2
	Oct 12	Oct 16	1st Semester Break	
7	Oct 19	Oct 23	Reading Literary Text: A Schoolgirl's Diary from I Am Malala (820 L) Analyze Features of Informational Texts (2 sessions) Research Task: Conduct a small research about women who changed the world. Choose one woman and find out interesting facts about her. (2 sessions) Reflective writing:	RI.6.5; RI.6.6; RI.6.10; W.6.2; W.6.4; W.6.7; W.6.8; W.6.9; W.6.10 https://www.ixl.com/ela/grade-5/select-and-use-text-features https://www.ixl.com/ela/grade-6/analyze-passages-from-i-am-malala-part-1

			Low level: Choose one lesson from <i>I Am Malala</i>. Explain why it is important to you. Tell how you can use this lesson in your own life, at school, or at home. High/middle achievers: Malala believed that one person can make a difference. After reading <i>I Am Malala</i>, what message from her story had the greatest impact on you? Explain why this lesson is meaningful and describe how you can apply it in your own life or community. (1 session)	from-i-am-malala-part-1 https://www.ixl.com/ela/grade-6/analyze-passages-from-i-am-malala-part-2
8	Oct 26	Oct 30 End of quarter 1	Language (Grammar and Vocabulary based on CCSS): Comparative and superlative adjectives (2 sessions) Writing: -Personal Narrative writing: 1st draft (Self and peer check.) (1 session) -Personal Narrative writing: Final draft (2 sessions)	W.6.3; W.6.4; W.6.5; W.6.6; W.6.10; L.6.1; L.6.3 https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adjectives
9	Nov 2	Nov 6 Nov. 2-4 National Day Holiday 7 Nov Parents' Meeting	Journal Writing: What are some ways you can make yourself heard? Describe how you can express your thoughts and opinions respectfully. Explain why it is important to speak up and share your voice, and give an example from your own life or someone you know. Unit 3 Finding Courage: Unit Opener What are the ways you can make yourself heard? Reading Literary Text: The First Day of School 790L (2 sessions) Analyze plot and character Analyze setting and theme	RL.6.2; RL.6.3; RL.6.5; RL.6.10; W.6.2; W.6.4; W.6.10; SL.6.1 https://www.ixl.com/ela/grade-6/determine-multiple-themes-of-short-stories https://www.ixl.com/ela/grade-6/determine-the-themes-of-short-stories

10	Nov 9	Nov 13	Reading Literary Text: The First Day of School 790L Analyze plot and character Analyze setting and theme (2 sessions) Language (Grammar and Vocabulary based on CCSS) Vocabulary: Resentment- Lament- Stealthily- Linger- Serene- Poised (2 sessions) Writing: Identify elements of Compare and Contrast Essay + Analyze a sample (1 session)	RL.6.2; RL.6.3; RL.6.5; RL.6.10; W.6.2; W.6.4; W.6.5; L.6.4a; L.6.4d; L.6.6 https://www.ixl.com/ela/grade-6/determine-multiple-themes-of-short-stories https://www.ixl.com/ela/grade-6/determine-the-themes-of-short-stories https://www.ixl.com/ela/grade-6/compare-and-contrast-in-informational-texts
11	Nov 16	Nov 20	Reading Literary Text: The First Day of School 790L Analyze plot and character Analyze setting and theme (2 sessions) Language (Grammar and Vocabulary based on CCSS) Language: Identifying dependent and independent clauses (2 sessions) Reflective writing: Low level: Why do some students not want to go to school? Write about one or two reasons why some students do not like going to school. Tell if you think these are good reasons or not. Explain your answer with an example. High/middle achievers: Why do you think some students do not want to go to school? Describe two or three possible reasons.	RL.6.2; RL.6.3; RL.6.5; RL.6.10; W.6.2; W.6.4; W.6.10; L.6.1; L.6.3 https://www.ixl.com/ela/grade-6/determine-multiple-themes-of-short-stories https://www.ixl.com/ela/grade-6/determine-the-themes-of-short-stories https://www.ixl.com/ela/grade-6/identify-dependent-and-independent-clauses

			Then, explain whether you think these are good reasons or not, and support your opinion with examples. (1 session)	
12	Nov 23	Nov 27	Journal Writing: How do you find courage in the face of fear? Think about a time when you were afraid to do something. Explain what gave you the courage to keep going, what happened, and what you learned from the experience. Unit 3 Finding Courage: Reading Literary Text: How do you find courage in the face of fear? The Wright Brothers: How They Invented The Airplane (500L) Analyze Text Structure (2 sessions) Language (Grammar and Vocabulary based on CCSS): Stammer, Fume, Solution, Responsibility, Apparatus, Calculate, Experiment, Prediction, Accurate (2 sessions) Library Session (1)	RI.6.2; RI.6.5; RI.6.10; W.6.3; W.6.4; W.6.10; L.6.4a; L.6.4d; L.6.6 https://www.ixl.com/ela/grade-6/identify-text-structures
13	Nov 30	Dec 4	Unit 3 Finding Courage: Reading Literary Text: How do you find courage in the face of fear? The Wright Brothers: How They Invented The Airplane (500L) Analyze Text Structure (2 sessions) Writing:	RI.6.1; RI.6.2; RI.6.5; RI.6.10; W.6.2; W.6.4; W.6.5; W.6.10; SL.6.2 https://www.ixl.com/ela/grade-6/identify-text-structures https://www.ixl.com/ela/grade-6/compare-and-contrast-in-informational-texts

			Compare and Contrast Essay: 1st draft (2 sessions) Reading and Listening Assessment Q2 (1 session)	
14	Dec 7	Dec 11	Reflective writing: Low level: Write a story about someone who is afraid. Tell what the character is afraid of. Explain what happens, how the character becomes brave, and what happens at the end. High/middle achievers: Write a story about a character who faces a fear and finds the courage to overcome it. Describe the challenge the character faces, the obstacles they encounter, what helps them find courage, and how the experience changes them by the end of the story. (1 session) Writing: Compare and Contrast Essay: Final draft (1 session) Research Task: Choose a topic that interests you and create an informative and creative magazine that teaches others about your topic. (2 sessions)	W.6.2; W.6.3; W.6.4; W.6.5; W.6.6; W.6.7; W.6.8; W.6.9; W.6.10; SL.6.4; SL.6.5 https://www.ixl.com/ela/grade-6/compare-and-contrast-in-informational-texts
	Dec 14	Jan 1	Winter Break for All Students	
15	Jan 4	Jan 8	Language (Grammar and Vocabulary based on CCSS): Language: Present simple and progressive (2 sessions) Writing: Compare and Contrast Essay: Final draft (2 sessions) Library session	W.6.2; W.6.4; W.6.5; W.6.6; W.6.10; L.6.1; L.6.3 https://www.ixl.com/ela/grade-6/use-the-progressive-verb-tenses https://www.ixl.com/ela/grade-6/simple-past-present-and-future-tense-review https://www.ixl.com/ela/grade-6/compare-and-contrast-in-informational-texts

16	Jan 11	Jan 15	Revision Week	
17	Jan 18	Jan 22	Semester 1 Exams	
18	Jan 25	Jan 29	Semester 1 Exams	