6th Grade Lang. Arts
Reading/Writing: Collection 3 and 4: Theme: The Heart of the Matter and Forms of Fiction and Fairy Tales
Story Genre (Fairy Tale): Little Red Riding Hood
Concepts: Drawing Conclusions/Making Inferences, and Author’s Purpose
Literary Focus: Identifying antagonist and protagonist character traits and setting relationship with story content
Informational Focus: Analyzing Comparison and Contrast/Connecting and Clarifying Main Ideas
Writing: Narrative Writing: Short Story/Persuasive Writing: Problem Solution Essay
Clarifying Objective: Evaluate various types of literary works
Essential Question (Reading and Writing):
How do I write an effective expressive essay?
What are the differences between narrative and expressive writing?
How does this literary work connect to my world?
What is the difference between protagonist and antagonist?
What is point-of-view?
What is the setting of my story?
How does the setting relate to story concepts?
Why is setting essential to the theme of the story?
What are the strategies I should employ to determine purpose and audience within the context of my story?
How do I demonstrate and model an understanding of conventional written and spoken language?
How do I demonstrate my command of conventions as I speak and write?
What strategies do I use to identify and edit errors in spoken and written English?
How do I recognize and edit inaccuracies in my work and in the work of others?
How do I evaluate the effectiveness of technology programs when editing my work?
Essential Vocabulary: analyze, character, analysis, cause and effect, compare, contrast, conclusions, conflict, context clues, fiction, inferences, main idea, narrator, plot, point-of-view, reflective, assumptions, bias, clarifying, hidden message, predicting, propaganda, summarize, stereotypes, critical stance, fair-minded, appositives, conventions, focus dialect, formal language, elaboration, informal language, noun, verb, preposition, organization, pronoun, adverb, adjective, style, support, thesaurus, verb tense, editing, symbols, suffix, prefix, roots, word origins, patterns, editing symbols, draft, preliminary draft, final draft, setting, and setting style
Integration: Social Studies: Teacher will explain to students the life of the Grimm Brothers and how they affected the fairy tale genre through their writings.
Differentiation: Read Aloud/Think and Respond
Questions/Decoding/Phonetics/Spelling/Vocabulary/Oral Grammar/Word Study/Context
Clues/Test Modification Regarding IEP and 504 students/Review Game: Around the World/AR Practice/Individual and Peer Assistance/Auditory and Visual Modification during lesson presentation and activities

**Materials:** Handouts, Textbook, Pencil, Paper/Dry Erase Board, Dictionary, CD Player, Computer, Projector, and Smart Board

**Technology:** United Streaming, Teacher Website, Study Island, CD Player, and Smart Board

**Graphic Organizer:** Spelling/Vocabulary/Grammar Worksheets/Board Diagrams/Illustrations/Venn Diagrams/Brainstorm Web/Bubble Map

**Coop. Learning:** Extended Interpretation Question: Students will divide into pairs and answer the following question: the animals in fairy tales, folk tales and fables often talk and act like people. Do you know people who remind you of the Red Riding Hood or the Wolf? Groups will share answers before the class.

**Informal/Formal Assessment:** Grammar/Spelling/Vocabulary/Reading Comprehension Worksheets/Quiz/Class Discussions through Think and Respond/EOG and Literary Terms Handout/Review/Test

**VLE:** Story Telling through “Alice Technology”: Students will create a chart containing short list of at least three character traits for both Red Riding Hood and the Wolf for students to compare and contrast. After charts are complete, students will create a brief story using Alice technology to identify and explain the protagonist and antagonist from the story. Student share their writings before the class. Prior to VLE, teacher will introduce Alice to students and allow them to practice creating and manipulating characters, apply them to a backdrop setting, add movement through methods and change characters through functions and properties, and create scripts for their products. Students will review the following Alice basic Terms and Functions:

1. Methods
2. Functions
3. Properties
4. Characters
5. Camera and Dummy Camera
6. Movements and Turns
7. Sizing
8. Objects
9. Do Together
10. Do In Order
11. Flip
12. Loop
13. If/Else
14. While
15. For All Together
16. For All In Order
17. Print
18. Say
19. Point of View to
20. Roll
Once upon a time there was a dear little girl who was loved by everyone who looked at her, but most of all by her grandmother, and there was nothing that she would not have given to the child. Once she gave her a little riding hood of red velvet, which suited her so well that she would never wear anything else; so she was always called 'Little Red Riding Hood.'

One day her mother said to her: 'Come, Little Red Riding Hood, here is a piece of cake and a bottle of wine; take them to your grandmother, she is ill and weak, and they will do her good. Set out before it gets hot, and when you are going, walk nicely and quietly and do not run off the path, or you may fall and break the bottle, and then your grandmother will get nothing; and when you go into her room, don't forget to say, "Good morning," and don't peep into every corner before you do it.'

'I will take great care,' said Little Red Riding Hood to her mother, and gave her hand on it.

The grandmother lived out in the wood, half a league from the village, and just as Little Red Riding Hood entered the wood, a wolf met her. Red Riding Hood did not know what a wicked creature he was, and was not at all afraid of him.

'Good day, Little Red Riding Hood,' said he.

'Thank you kindly, wolf.'

'Whither away so early, Little Red Riding Hood?'

'To my grandmother's.'

'What have you got in your apron?'

'Cake and wine; yesterday was baking-day, so poor sick grandmother is to have something good, to make her stronger.'

'Where does your grandmother live, Little Red Riding Hood?'

'A good quarter of a league farther on in the wood; her house stands under the three large oak-trees, the nut-trees are just below; you surely must know it,' replied Little Red Riding Hood.

The wolf thought to himself: 'What a tender young creature! what a nice plump mouthful - she will be better to eat than the old woman. I must act craftily, so as to catch both.'

So he walked for a short time by the side of Little Red Riding Hood, and then he said: 'See, Little Red Riding Hood, how pretty the flowers are about here - why do you not look round? I believe, too, that you do not hear how sweetly the little birds are singing; you walk gravely along as if you were going to school, while everything else out here in the wood is merry.'

Little Red Riding Hood raised her eyes, and when she saw the sunbeams dancing here and there through the trees, and pretty flowers growing everywhere, she thought: 'Suppose I take grandmother a fresh nosegay; that would please her too. It is so early in the day that I shall still get there in good time.'

So she ran from the path into the wood to look for flowers. And whenever she had picked one, she fancied that she saw a still prettier one farther on, and ran after it, and so got deeper and deeper into the wood.

Meanwhile the wolf ran straight to the grandmother's house and knocked at the door.

'Who is there?'
'Little Red Riding Hood,' replied the wolf. 'She is bringing cake and wine; open the door.'

'Lift the latch,' called out the grandmother, 'I am too weak, and cannot get up.'

The wolf lifted the latch, the door sprang open, and without saying a word he went straight to the grandmother's bed, and devoured her. Then he put on her clothes, dressed himself in her cap, laid himself in bed and drew the curtains.

Little Red Riding Hood, however, had been running about picking flowers, and when she had gathered so many that she could carry no more, she remembered her grandmother, and set out on the way to her.

She was surprised to find the cottage-door standing open, and when she went into the room, she had such a strange feeling that she said to herself: 'Oh dear! how uneasy I feel today, and at other times I like being with grandmother so much.' She called out: 'Good morning,' but received no answer; so she went to the bed and drew back the curtains. There lay her grandmother with her cap pulled far over her face, and looking very strange.

'Oh! grandmother,' she said, 'what big ears you have!'

'All the better to hear you with, my child,' was the reply.

'But, grandmother, what big eyes you have!' she said.

'All the better to see you with, my dear.'

'But, grandmother, what large hands you have!'  

'All the better to hug you with.'

'Oh! but, grandmother, what a terrible big mouth you have!'

'All the better to eat you with!'  

And scarcely had the wolf said this, than with one bound he was out of bed and swallowed up Red Riding Hood.

When the wolf had appeased his appetite, he lay down again in the bed, fell asleep and began to snore very loud.

The huntsman was just passing the house, and thought to himself: 'How the old woman is snoring! I must just see if she wants anything.' So he went into the room, and when he came to the bed, he saw that the wolf was lying in it.

'Do I find you here, you old sinner!' said he. 'I have long sought you!' But just as he was going to fire at him, it occurred to him that the wolf might have devoured the grandmother, and that she might still be saved, so he did not fire, but took a pair of scissors, and began to cut open the stomach of the sleeping wolf.

When he had made two snips, he saw the little red riding hood shining, and then he made two snips more, and the little girl sprang out, crying: 'Ah, how frightened I have been! How dark it was inside the wolf.'

After that the aged grandmother came out alive also, but scarcely able to breathe. Red Riding Hood, however, quickly fetched great stones with which they filled the wolf's belly, and when he awoke, he wanted to run away, but the stones were so heavy that he collapsed at once, and fell dead.
Then all three were delighted. The huntsman drew off the wolf's skin and went home with it; the grandmother ate the cake and drank the wine which Red Riding Hood had brought, and revived. But Red Riding Hood thought to herself: 'As long as I live, I will never leave the path by myself to run into the wood, when my mother has forbidden me to do so.'

It is also related that once, when Red Riding Hood was again taking cakes to the old grandmother, another wolf spoke to her, and tried to entice her from the path. Red Riding Hood, however, was on her guard, and went straight forward on her way, and told her grandmother that she had met the wolf, and that he had said 'good morning' to her, but with such a wicked look in his eyes, that if they had not been on the public road she was certain he would have eaten her up.

'Well,' said the grandmother, 'we will shut the door, so that he can not come in.'

Soon afterwards the wolf knocked, and cried: 'Open the door, grandmother, I am Little Red Riding Hood, and am bringing you some cakes.'

But they did not speak, or open the door, so the grey-beard stole twice or thrice round the house, and at last jumped on the roof, intending to wait until Red Riding Hood went home in the evening, and then to steal after her and devour her in the darkness. But the grandmother saw what was in his thoughts.

In front of the house was a great stone trough, so she said to the child: 'Take the pail, Red Riding Hood; I made some sausages yesterday, so carry the water in which I boiled them to the trough.'

Red Riding Hood carried until the great trough was quite full. Then the smell of the sausages reached the wolf, and he sniffed and peeped down, and at last stretched out his neck so far that he could no longer keep his footing and began to slip, and slipped down from the roof straight into the great trough, and was drowned. But Red Riding Hood went joyously home, and no one ever did anything to harm her again.

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<tr>
<th>Competency Goal 1</th>
<th>The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.</th>
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<tr>
<td>1.01 Narrate an expressive account which:</td>
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<td>• creates a coherent organizing structure appropriate to purpose, audience, and context.</td>
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<td>• orients the reader/listener to the scene, the people, and the events.</td>
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<td>• engages the reader/listener by establishing a context and creating a point of view.</td>
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<td>• establishes the significance of events</td>
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<td>1.02 Respond to expressive materials that are read, heard, and/or viewed by:</td>
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<td>• monitoring comprehension for understanding of what is read, heard, and/or viewed.</td>
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<td>Competency Goal 2</td>
<td>The learner will synthesize and use information from a variety of sources.</td>
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<td>2.01 Respond to informational materials that are read, heard, and/or viewed by:</td>
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<td>• monitoring comprehension for understanding of what is read, heard and/or viewed.</td>
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<td>• analyzing the characteristics of informational works.</td>
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<td>• summarizing information.</td>
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<td>• determining the importance of information.</td>
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<td>• making connections to related topics/information.</td>
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<td>• drawing inferences and/or conclusions.</td>
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<td>• generating questions.</td>
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<th>Competency Goal 3</th>
<th>The learner will refine the understanding and use of argument.</th>
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<td>3.01 Explore and analyze argumentative works that are read, heard and/or viewed by:</td>
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• monitoring comprehension for understanding of what is read, heard and/or viewed.
• identifying the arguments and positions stated or implied and the evidence used to support them.
• recognizing bias, emotional factors, and/or semantic slanting.
• examining the effectiveness of style, tone, and use of language.
• summarizing the author's purpose and stance.
• examining the importance and impact of establishing a position or point-of-view.
• making connections between works, self and related topics.
• drawing inferences.
• responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues).

3.02 Explore and analyze the problem-solution process by:

• studying problems and solutions within various texts and situations.
• utilizing the problem-solution process within various contexts/situations.
• constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.
• recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

3.03 Study and create arguments that evaluate by:

• understanding the importance of establishing a firm judgment.
• justifying the judgment with logical, relevant reasons, clear examples, and supporting details.
• creating an organizing structure appropriate to purpose, audience, and context.

Competency Goal 4

The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.

4.01 Analyze the purpose of the author or creator by:

• monitoring comprehension for understanding of what is read, heard and/or viewed.
• examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
• exploring and evaluating the underlying assumptions of the author/creator.
• understanding the effects of author's craft on the reader/viewer/listener.

4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:

• using knowledge of language structure and literary or media techniques.
• drawing conclusions based on evidence, reasons, or relevant information.
• considering the implications, consequences, or impact of those conclusions.

4.03 Develop the stance of a critic by:

• considering and presenting alternative points of view or reasons.
• remaining fair-minded and open to other interpretations.
• creating a critical response/review of a work/topic.

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<th>Competency Goal 5</th>
<th>The learner will respond to various literary genres using interpretive and evaluative processes.</th>
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<td>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</td>
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<td>• using effective reading strategies to match type of text.</td>
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<td>• reading self-selected literature and other materials of individual interest.</td>
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<td>• reading literature and other materials selected by the teacher.</td>
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<td>• assuming an active role in teacher-student conferences.</td>
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<td>• engaging in small group discussions.</td>
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<td>• taking an active role in whole class seminars.</td>
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<td>• analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.</td>
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<td>• analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.</td>
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<td>• analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.</td>
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<td>• extending understanding by creating products for different purposes, different audiences and within various contexts.</td>
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<tr>
<td>• analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.</td>
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<td>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</td>
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<td>• reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).</td>
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<td>• analyzing what genre specific characteristics have on the meaning of the work.</td>
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<td>• analyzing how the author’s choice and use of a genre shapes the meaning of the literary work.</td>
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<td>• analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.</td>
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<th>Competency Goal 6</th>
<th>The learner will apply conventions of grammar and language usage.</th>
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<tr>
<td>6.01 Model an understanding of conventional written and spoken expression by:</td>
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<td>• using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.</td>
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<td>• using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</td>
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<td>• applying the parts of speech to clarify language usage.</td>
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<td>• using pronouns correctly, including clear antecedents and correct case.</td>
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<td>• using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).</td>
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<td>• determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</td>
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extending vocabulary knowledge by learning and using new words.
- determining when and where dialects and standard/nonstandard English usage are appropriate.
- applying language conventions and usage during oral presentations.
- choosing language that is precise, engaging, and well suited to the topic and audience.
- experimenting with figurative language and speech patterns.

6.02 Continue to identify and edit errors in spoken and written English by:

- using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
- mastering proofreading symbols for editing.
- producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- listening to and monitoring self to correct errors.