

**Dawood Public School**  
**Course Outline 2018-19**  
**English Literature**  
**Grade: VI**

**Monthly Break Up:**

Month	Syllabus Break Down	Textbooks/References /Resources
August	1. Poetry: <ul style="list-style-type: none"> <li>• Introduction into poetry analysis; Chapter 4 Poems “Thaw” and “Fog”, pg. 28-29</li> </ul> 2. Prose: <ul style="list-style-type: none"> <li>• Characterization, Chapter 8, pg. 67 - 79</li> </ul> 3. Extended Reading: Novel – Wonder <ul style="list-style-type: none"> <li>• Pg. 3-53. Introduction to guided close reading, annotations</li> </ul>	Mining for Meaning Worksheet  Mining for Meaning Worksheet  “Wonder” by R. J. Palacio
September	1. Poetry: <ul style="list-style-type: none"> <li>• “First Fig” by Edna St. Vincent Millay</li> <li>• “Elusive Everest” by Koh Buck Song, pg. 15-16</li> </ul> 2. Writing an analytical paragraph on major themes of the poem  3. Prose: <ul style="list-style-type: none"> <li>• Essay writing skills, writing about characters in an essay, Chapter 6, pg. 79-81</li> </ul> 4. Extended Reading: Novel – Wonder <ul style="list-style-type: none"> <li>• Pg. 54-104. Discussing characters (character analysis; compare and contrast characters)</li> </ul>	Mining for Meaning  Worksheet  Mining for Meaning Worksheet  “Wonder” by R. J. Palacio Worksheet
October	1. Prose: <ul style="list-style-type: none"> <li>• Plot; Chapter 6, pg. 41-54</li> </ul> 2. Writing about a Plot in an essay; Chapter 6, pg. 54-56  3. Extended Reading: Novel – Wonder <ul style="list-style-type: none"> <li>• Pg 105-150. Identifying elements of a plot in the novel</li> </ul>	Mining for Meaning Worksheet  Mining for Meaning  “Wonder” by R. J. Palacio
November	<b>Revision for Mid-year Examination</b>	
December	<b>Mid-year Examination</b>	
January	1. Prose: <ul style="list-style-type: none"> <li>• Interpretation and Analysis of narrative styles; Chapter 10, Pg. 98-109</li> </ul> 2. Essay writing skills: Writing about narration in an essay; pgs. 110-113	Mining for Meaning  Mining for Meaning

	<p>3. Extended Reading: Novel – Wonder</p> <ul style="list-style-type: none"> <li>Pg. 151-201. PoV, perspective; how would different characters tell the story?</li> </ul>	<p>“Wonder” by R. J. Palacio</p>
<p><b>February</b></p>	<p>1. Poetry:</p> <ul style="list-style-type: none"> <li>‘Little Things’ by Geraldine Heng, pg. 31;</li> <li>‘The Eagle’ by Lord Tennesen Alfred, pg. 1.</li> </ul> <p>2. Annotation, paraphrasing, writing structured literary responses about main idea, tone and mood.</p> <p>3. Extended Reading: Novel – Wonder</p> <ul style="list-style-type: none"> <li>Pg. 202-248. Identifying tone and mood in the story.</li> </ul>	<p>Mining for Meaning</p> <p>PPT presentation</p> <p>“Wonder” by R. J. Palacio</p>
<p><b>March</b></p>	<p>1. Prose:</p> <ul style="list-style-type: none"> <li>‘Setting’ – chapter 7, Pg. 57-66. Definition, identification, interpretation and analysis.</li> </ul> <p>2. Essay writing skills:</p> <ul style="list-style-type: none"> <li>Writing about setting in an essay.</li> </ul> <p>3. Extended Reading: Novel – Wonder</p> <ul style="list-style-type: none"> <li>Pg. 250-310. Examine the setting of the novel.</li> </ul>	<p>Mining for Meaning</p> <p>Mining for Meaning</p> <p>“Wonder” by R. J. Palacio</p>
<p><b>April</b></p>	<p><b>Revision for Final Examination</b></p>	
<p><b>May</b></p>	<p><b>Final Examination</b></p>	

**August:**

Content	Learning Objectives
<p><b>1. Poetry</b> <b>Introduction into Poetry</b></p>	<ul style="list-style-type: none"> <li>Discuss note book maintenance and symbols.</li> <li>Recognize the construction of a poem.</li> <li>Develop an overview of a poem through close reading.</li> <li>Understand how to analyze a poem using TPCASTT: <ul style="list-style-type: none"> <li>➤ title</li> <li>➤ paraphrase</li> <li>➤ connotation</li> <li>➤ attitude</li> <li>➤ shift</li> <li>➤ title</li> <li>➤ theme</li> </ul> </li> <li>Make thoughtful comments using inferred meaning from the poem.</li> <li>Use subject terminology (simile, metaphor,...).</li> <li>Use sophisticated verbs (implies, suggests,...).</li> </ul>

<p><b>2. Prose</b> <b>Characterization</b></p>	<ul style="list-style-type: none"> <li>• Comprehend the term “character”.</li> <li>• Identify types of characters: <ul style="list-style-type: none"> <li>➤ protagonist</li> <li>➤ antagonist</li> <li>➤ character foil</li> <li>➤ stereotype</li> <li>➤ flat character</li> <li>➤ round character</li> <li>➤ static character</li> <li>➤ dynamic character</li> </ul> </li> <li>• Analyse and comment on a character based on: <ul style="list-style-type: none"> <li>➤ appearance</li> <li>➤ behavior</li> <li>➤ background</li> <li>➤ relationship with others</li> <li>➤ words and thoughts</li> </ul> </li> <li>• Construct an analytical paragraph detailing character’s traits.</li> </ul>
<p><b>3. Extended Reading</b></p>	<ul style="list-style-type: none"> <li>• Analyse the cover and the blurb of the book.</li> <li>• Discuss the writer’s biography.</li> <li>• Identify literary impact of: <ul style="list-style-type: none"> <li>➤ genre</li> <li>➤ style</li> <li>➤ structure</li> <li>➤ time</li> <li>➤ audience</li> </ul> </li> <li>• Analyse and comment on characters based on: <ul style="list-style-type: none"> <li>➤ appearance</li> <li>➤ behavior</li> <li>➤ background</li> <li>➤ relationship with others</li> <li>➤ words and thought</li> </ul> </li> <li>• Construct logically reasonable answers based on inferred meaning.</li> </ul>

<p><b>Topic 1: Introduction into poetry</b></p> <p><b>Vocabulary:</b> Academic: stanza, verse, figurative language, close reading- annotation, overview, personal response Enhanced Vocabulary: symbolism, implied meaning, demonstrate, express, represent</p> <p><b>Sample Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the poem about?</li> <li>• What feelings does the reader get? How does the poem’s rhythm depict the poet’s feelings?</li> <li>• What poetic devices are used in the poem?</li> <li>• What is the effect the poet wishes to create by choosing particular words?</li> </ul> <p><b>Surf the net:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.poeticbyway.com/glossary.html">http://www.poeticbyway.com/glossary.html</a></li> <li>• <a href="https://www.poemhunter.com/poem/thaw/">https://www.poemhunter.com/poem/thaw/</a></li> <li>• <a href="https://interestingliterature.com/2015/11/25/a-short-analysis-of-thaw-by-edward-thomas/">https://interestingliterature.com/2015/11/25/a-short-analysis-of-thaw-by-edward-thomas/</a></li> <li>• <a href="https://www.poemhunter.com/poem/fog/">https://www.poemhunter.com/poem/fog/</a></li> <li>• <a href="https://owlcation.com/humanities/Analysis-Of-Poem-Fog-by-Carl-Sandburg">https://owlcation.com/humanities/Analysis-Of-Poem-Fog-by-Carl-Sandburg</a></li> <li>• <a href="https://wonderthebook.com/">https://wonderthebook.com/</a></li> </ul>
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## Topic 2: Characterization

### Vocabulary:

Academic: character traits, antagonist, protagonist, analysis, interpretation

Enhanced Vocabulary: inference, innovative, conservative, insecure, confident, shy, resilient, harmonious

### Sample Questions:

- What is “character”?
- Identify the character type.
- How can different character types be differentiated?
- What is the significance of the character’s certain behavior (background, appearance,... )?
- What is the main idea of the text?
- What is the reader’s personal response to the proposed text?

### Surf the net:

- <http://www.fictionfactor.com/guests/common.html>
- [http://www.readwritethink.org/files/resources/lesson\\_images/lesson175/RWT186-1.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson175/RWT186-1.pdf)
- <https://www.aresearchguide.com/write-character-analysis.html>
- [http://www.readwritethink.org/files/resources/p-as\\_docs/sample\\_character\\_traits.pdf](http://www.readwritethink.org/files/resources/p-as_docs/sample_character_traits.pdf)
- <https://www.wikihow.com/Write-a-Character-Analysis>

## Topic 3: Extended Reading

### Vocabulary:

Enhanced Vocabulary: ordinary, extraordinary, cleft, forewarn, precept, plaque, contagious, mortality

### Sample Questions:

- What can a reader “read” by the book cover?
- What is the setting of Wonder?
- Describe the main character.
- What are the relationships between the characters?
- Describe character perspectives.

### Surf the net:

- <https://www.shmoop.com/wonder/chapter-1-summary.html>

## September:

Content	Learning Objectives
<b>1. Poetry</b> <b>Major themes of a poem</b>	<ul style="list-style-type: none"><li>• Use typecast to annotate the poem.</li><li>• Assess the message sent out by the poet.</li><li>• List connected details (summarizing line by line).</li><li>• Determine the theme of the poem by considering:<ul style="list-style-type: none"><li>➤ imagery</li><li>➤ sounds</li><li>➤ symbols</li></ul></li><li>• Construct an analytical paragraph based on the themes of the poem using the PEEE structure:<ul style="list-style-type: none"><li>➤ point</li><li>➤ evidence</li><li>➤ explain</li><li>➤ elaborate</li></ul></li></ul>

<b>2. Prose Characterization</b>	<ul style="list-style-type: none"> <li>• Write an analytical essay about the characters.</li> <li>• Employ the PEEE structure in composition.</li> </ul>
<b>3. Extended Reading</b>	<ul style="list-style-type: none"> <li>• Analyze the characters of the novel as they are introduced using PEEE.</li> <li>• Compare and contrast different characters based on: <ul style="list-style-type: none"> <li>➤ appearance</li> <li>➤ behavior</li> <li>➤ background</li> <li>➤ relationship with others</li> <li>➤ words and thoughts</li> </ul> </li> </ul>

**Topic 1: Themes in Poetry**

**Vocabulary:**

Academic: PEEE (Point, Evidence, Explanation, Elaboration), theme, quotation, reference, infer

Enhanced Vocabulary: foes, fig, lyrics, eternity, engulf, mist, army, cranked, Annapurna, cotton-wool, dawn-pink-tipped

**Sample Questions:**

- Does the title immediately influence what you are about to read?
- Does the poem have any clear or central symbols? What meaning do they bring to the poem?
- Are the ideas of the poem simple or complex, small or large?
- Is there one main problem in the poem? How does the poem think through that problem?
- How do the ideas change from line to line, stanza to stanza?
- Does the poem reflect a particular experience, feeling, or concept?

**Surf the net:**

- <https://www.poets.org/poetsorg/poem/first-fig>
- <https://www.shmoop.com/first-fig/summary.html>

**Topic 2: Characterization**

**Vocabulary:**

Academic: PEEE (Point, Evidence, Explanation, Elaboration), evidence, explanation, reference

Enhanced Vocabulary: impression, relevant, illustration, depicted, conveyed, alternatively, moreover

**Sample Questions:**

- What is your impression of the character based on PEEE? Pick one example from the text and fill in the following table:

Point	Evidence	Explanation	Elaboration

- Transfer the points made in the table into short paragraphs.
- Use connectives to construct a logically flowing work.
- How are two characters different from each other? Support your answer with evidence and explanation.

**Surf the net:**

- <http://education.seattlepi.com/would-writing-essay-character-1550.html>
- <https://essaypro.com/blog/character-analysis-essay/>

**Topic 3: Extended Reading**

**Vocabulary:**

Enhanced Vocabulary: astronaut, "Space Oddity", "Avatar", "Star Wars", "Bone", bizarre, flaky, inappropriate, prude, fake, instinctively, ducked, snapped, dramatically, zombified, scooching, sarcastic, 'Padawan Braid', lightsabers, beforehand, meticulously, perspective, brag, indifferently

**Sample Questions:**

- What do you understand about Via's character in the novel?
- Briefly outline the character traits of Via's father.
- How is Via's reaction different towards her mother than her father?

**Surf the net:**

<https://www.shmoop.com/wonder/chapter-32-summary.html>

**October:**

Content	Learning Objectives
<b>1. Prose</b> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Writing about a plot in an essay</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of types of plot structure: <ul style="list-style-type: none"> <li>➤ the triangle structure</li> <li>➤ the fishbone structure</li> <li>➤ the flashback-flash forward structure</li> <li>➤ the cause and effect structure</li> <li>➤ the main plot-subplot structure</li> <li>➤ the setting-events structure</li> </ul> </li> <li>• Recognize elements of Freytag's triangle in a set text.</li> <li>• Interpret and analyse the plot on the basis of 'purpose'.</li> <li>• Analyse elements of a plot for an essay on the basis of: <ul style="list-style-type: none"> <li>➤ repetition of words/ideas</li> <li>➤ body language of characters</li> <li>➤ setting</li> <li>➤ choice of words</li> </ul> </li> </ul>
<b>2. Extended Reading</b>	<ul style="list-style-type: none"> <li>• Recognize plot elements in the novel.</li> <li>• Analyze the following aspects of a character in its development: <ul style="list-style-type: none"> <li>➤ conflicts</li> <li>➤ points of view</li> <li>➤ relationships</li> <li>➤ changes</li> </ul> </li> <li>• Infer/ predict what will happen next in the lives of the main characters.</li> </ul>

**Topic 1: Plot****Vocabulary:**

Academic: Chronological order of events, reorganizing a story into a compelling plot structure, climax, rising action, Freytag's triangle

Enhanced Vocabulary: splendor, obliged, reluctance, lamentations, barbarous, plunge, maiden

**Sample Questions:**

- Identify the plot structure in the story.
- What events in the story can be considered as the climax?
- Describe the 5-step method of analyzing a plot.
- Underline the main events of a given story and summarize the plot in one short paragraph.

**Surf the net:**

- <https://literarydevices.net/plot/>
- <https://classroom.synonym.com/identify-plot-elements-after-reading-short-story-12600.html>

**Topic 2: Extended Reading****Vocabulary:**

Enhanced Vocabulary: transition, accustomed, nauseous, plague, Goody Two-Shoes

**Sample Questions:**

- Identify the elements of a plot in the novel by giving one example and explanation of each.
- How do Summer and Jack explain their relationship with Auggie? Give examples from the novel to illustrate your answer.
- Elaborate how the characters' actions move the plot further.

**Surf the net:**

- <https://www.shmoop.com/wonder/chapter-43-summary.html>

<b>November</b>	<b>Revision for Mid-year Examination</b>
<b>December</b>	<b>Mid-year Examination</b>

**January:**

<b>Content</b>	<b>Learning Objectives</b>
<b>4. Prose Narration</b>	<ul style="list-style-type: none"> <li>• Define the term "narration".</li> <li>• Identify elements of narration.</li> <li>• Infer the point of view used in the text.</li> <li>• Identify the style of narration.</li> <li>• Differentiate between first-person and third-person narrative</li> <li>• Analyse style.</li> <li>• Construct an analytical essay about narration.</li> </ul>
<b>5. Extended Reading</b>	<ul style="list-style-type: none"> <li>• identify the following by reading the novel:               <ul style="list-style-type: none"> <li>➤ tone</li> <li>➤ mood</li> </ul> </li> <li>• Describe the reason why the writer chose this particular style of writing.</li> <li>• Summarize the plot.</li> <li>• Trace how the characters' actions drive the plot.</li> <li>• Construct logical answers supported by the evidence from text.</li> </ul>

**Topic 1: Narration****Vocabulary:**

Academic: narration, reliability, credibility, style, tone, mood

Enhanced Vocabulary: angry-critical, sarcastic-ironic, humorous-entertaining, reflective-philosophical, casual/informal, genocide

**Sample Questions:**

- Fill out the given table:

Elements of narration	Text A	Text B

- What stylistic differences do you note between Texts A and B?
- Which style of narration is more effective?
- How would you describe the tone of the text?
- How does the style contribute to the message of the story?
- How would you describe the setting of the story?
- Why do you think the writer opened the story this particular way?
- What is the point of view employed in the story?
- What perspective is the story told from and what is an advantage of it?
- How would you describe the style of the writing and how does this contribute to the message of the story?

**Surf the net:**

- <https://literarydevices.net/point-of-view/>
- <https://study.com/academy/lesson/narrative-techniques-in-writing-definition-types-examples.html>

**Topic 2: Extended Reading****Vocabulary:**

Enhanced Vocabulary: bleeding scream, expel, expulsion, retrospect, off the hook, stringent

**Sample questions:**

- Compare the way Auggie's family saw him with the way others saw him.
- How did Jack's feelings toward Auggie grow throughout the book?
- Put yourself in Via's shoes. How do you think it would feel to have a sibling like Auggie? What did you admire about her, and what did you think she should change?
- How can Auggie's story benefit readers?

**Surf the net:**

- <https://www.shmoop.com/wonder/>

**February:**

Content	Learning Objectives
<p><b>1. Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Main idea, tone and mood</b></li> <li>• <b>Annotation, paraphrasing, structured literary responses</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the poem being recited, with an ear to how the performer has adopted different tones of voice over the course of the performance.</li> <li>• Mark, visually, where and when those shifts of tone occur.</li> <li>• Use a varied tone vocabulary to name each shift in tone.</li> <li>• Practice “mapping” a poem in a precise and nuanced way using TPCASTT.</li> <li>• Write about observations in a paragraph.</li> <li>• Follow given steps to structure a literary response:               <ul style="list-style-type: none"> <li>➤ read the poem to form the first impression</li> <li>➤ re-read the poem for more composed thoughts about it</li> <li>➤ find the logical sentence structure to paraphrase what is happening in the poem</li> <li>➤ ascertain the intended audience, setting, poem structure and use of lines</li> <li>➤ recognise the language and opinions of the poet</li> <li>➤ think about the poet’s use of imagery and how it is used to set the mood or create meaning</li> <li>➤ determine what images symbolize</li> <li>➤ look at any allusions and ask why the poet used them and what they imply</li> <li>➤ identify shifts in the attitude of the speaker</li> <li>➤ recognize the literal and abstract meanings</li> </ul> </li> </ul>
<p><b>2. Extended Reading</b></p>	<ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine the meaning of words and phrases as they are used in a text:               <ul style="list-style-type: none"> <li>➤ figurative meaning</li> <li>➤ connotative meanings</li> </ul> </li> <li>• Analyse the impact of a specific word choice on meaning and tone.</li> <li>• Analyse how a particular sentence, chapter, or scene, fits into the overall structure of a text and contributes to the development of the plot.</li> <li>• Explain how an author develops the point of view of the narrator or speaker in a text.</li> </ul>

**Topic 1: Main idea, tone and mood in Poetry****Vocabulary:**

Academic: tone, mood, purpose, quotation, imply, reveal, expose, demonstrate, audience, choice of narration

Enhanced Vocabulary: azure, crag, capered, gurgles

**Sample Questions:**

- Develop an overview of the poem to explain how the poet has achieved his/her purpose.
- Mark the words/phrases that you think contribute to the tone or mood of the poem. Also mark any point where you think the poem changes or shifts its tone or mood.

**Surf the net:**

- <http://www.inetteacher.com/Upload1/102670/docs/Tone-Mood%20Worksheet.pdf>
- <https://study.com/academy/lesson/understanding-tone-and-mood-in-a-reading-passage.html>
- <http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/>
- <https://penandthepad.com/define-mood-poem-1882.html>

**Topic 2: Extended Reading****Vocabulary:**

Enhanced Vocabulary: whimpering, squinted, lurching, entitled

**Sample Questions:**

- How have the characters' reactions towards each other shifted the mood of the plot? Give examples from the novel.
- How does the tone of the story change with different Points of View in the novel?
- Identify the climax and resolution points in the plot of the novel.

**Surf the net:**

- <https://www.shmoop.com/wonder/chapter-80-summary.html>

**March:**

Content	Learning Objectives
<b>1. Prose</b> <ul style="list-style-type: none"> <li>• <b>Setting: definition, identification, interpretation and analysis</b></li> <li>• <b>Writing about setting in an essay</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describing the mood of the text under the following categories:           <ul style="list-style-type: none"> <li>➤ heavy</li> <li>➤ light-hearted</li> <li>➤ exciting</li> </ul> </li> <li>• Identify the setting of the text using:           <ul style="list-style-type: none"> <li>➤ time period</li> <li>➤ genre</li> <li>➤ style</li> </ul> </li> <li>• Describe and summarize the setting of the story for an essay using:           <ul style="list-style-type: none"> <li>➤ physical description</li> <li>➤ evidence</li> <li>➤ implied meaning</li> </ul> </li> </ul>
<b>2. Extended Reading</b> <ul style="list-style-type: none"> <li>• <b>Examine the setting of the novel</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how and why the author moved from a secure setting (home, school) to an unsecure one (adventure camp).</li> <li>• Analyse the effects of a change in the setting of the story with regards to:           <ul style="list-style-type: none"> <li>➤ characters</li> <li>➤ theme</li> <li>➤ mood</li> <li>➤ tone</li> </ul> </li> <li>• Suggest alternate settings for selected scenes and their possible outcomes causing shifts in the plot.</li> </ul>

**Topic 1: Setting in Prose****Vocabulary:**

Academic: setting, typical response, physical description, evidence, shifts, plot, genre

Enhanced Vocabulary:

busy	quiet	scary	grand	attractive	unattractive
Lively	peaceful	eerie	stately	breathtaking	ugly
crowded	tranquil	spine-chilling	impressive	magnificent	unappealing
hectic	still	unnerving	magnificent	awe-inspiring	unsightly
teeming	silent	sinister	regal	glorious	hideous
swarming	noiseless	frightening	splendid	spectacular	disgusting
bustling	calm	creepy	majestic	beautiful	horrible

**Sample Questions:**

- Summarize the main action of the story in one sentence.
- Explain how the setting of the story helps to infer what will happen next in the plot.
- How do the physical appearances of the characters help determine the setting of the story?

**Surf the net:**

[https://learnzillion.com/lesson\\_plans/5718-identify-the-setting-of-a-story-by-finding-key-details/](https://learnzillion.com/lesson_plans/5718-identify-the-setting-of-a-story-by-finding-key-details/)

**Topic 2: Extended Reading****Vocabulary:**

Enhanced Vocabulary: duffel, slivers, reimburse, seismic

**Sample Questions:**

- Comment on the setting of the novel in the light of the characters and the story.
- Highlight the dilemma faced by the main character towards the resolution of the conflict in the novel.
- How would the main character's role change if any element of the setting is changed?

**Surf the net:**

- <https://www.shmoop.com/wonder/chapter-99-summary.html>

<b>April</b>	<b>Revision for Final Examination</b>
<b>May</b>	<b>Final Examination</b>