

6th Grade Language Arts Novel and Essay Writing Unit
Tuck Everlasting

Process Commentary

In developing this unit outline and thought about what to teach and how to teach it, I drew my instructional objectives from a variety of sources. As the course is designed to be a combination of reading for meaning, essay and personal writing, and literature study, my first guide was my own professional knowledge of literacy instruction. I then consulted the National Council of Teachers of English for a look at national standards and combined those with the Kentucky Core Content and the North Carolina Standard Course of Study. All were very similar and quite process oriented, and logically tie in to the second of the three columns of instruction. These activities include such verbs as “apply,” “evaluate,” “compose,” “respond,” and “explain.” Some of the standards addressed knowledge, and some standards implied that students would have a certain body of knowledge and be able to do something with it; therefore, I was able to put this factual information into the first column of instruction. Many of the standards that address listening, citing the text, formulating hypotheses, and discussing can be addressed through the process of the Paideia Seminar, so they are listed in the third column. Also in the third column are the ideas specific to the content of the novel. I selected these ideas from the standards and the list of ideas and values in the manual. This process assures that all the standards are addressed in a meaningful, efficient manner.