Theme and Figurative Language

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit Overview

Students will read the novel and focus on the following skills; narrative elements, plot development, characterization, setting, theme development, narration, vocabulary development through context clues and use of reference; drawing conclusions, making inferences, forming opinions, comparing and contrasting, understanding literary devices; writing responses to short answer and open ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading.

Enduring Understandings

Personal experience affects the reader's point of view and his/her ability to connect to the story.
Proficient readers can think critically and creatively beyond the text
Proficient readers are able to understand and apply reading strategies to foster comprehension

Essential Questions

What are the narrative elements?
What is a thesis statement?
What makes a good thesis statement?
How do readers extract meaning from text?
How do author's craft their work?
How do parts of a literary piece contribute to the whole?
How do life experience impact reading comprehension and interpretation?

Learning Objectives

Use context clues and glossary skills to determine meaning of unfamiliar words.
Read and understand poetry.
How to form a thesis statement.
Use the following reading and thinking skills: inferring, sequence of events, drawing conclusions, cause and effect, compare and contrast, generalizing, author's purpose, fact and opinion, and summarizing.
Identify the following literary elements: style, mood, imagery, foreshadowing, personification, theme, character, setting, point of view, and irony.
Learn to reread to make sense of difficult paragraphs.
Engage in a collaborative discussion.
Compare and contrast texts in different forms.
Ask questions to gain understanding.

Use RACE to write open-ended responses.
Respond to literature circles.
Independently read selections.
Create pre-reading journals.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform Novel: Bridge to Terabithia by Katherine Paterson

Instructional Resource List

Standards: Content

L	Language
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and

	parenthetical elements.
L.SS.6.1.F	Recognize spelling conventions.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
L.KL.6.2.D	Maintain consistency in style and tone.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
SL	Speaking and Listening
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Standards: Interdisciplinary

9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific

	purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		