Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 6– Trimester 1 Reading Curriculum

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview
In Trimester 1, students will learn to analyze various literary sources from Units 1, 3, & 4 of *Into Literature* including: short stories, non-fiction articles, poetry, and an excerpt from a historical fiction novel. The priority standards include: citing and explaining evidence, analyzing characters, setting, and plot, analyzing text structure, identifying and analyzing theme/central idea, and vocabulary. Following the unit, the skills learned will be continued and applied through a complete novel study of either *The Cay* or *Pax*. The emphasis for this trimester is the essential question: "How do you find courage in the face of fear?" Through the priority standards, students will explore and analyze multiple genres of literature and the resources provided with the essential question guiding their learning. The trimester is designed to correspond with grammar lessons, RACE writing skills, and the informative essay writing piece (see writing and grammar curriculum for additional information).

Standards Covered in Current Unit/Module
Related Standards and Learning Goals (**Priority Standards are bolded**)
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.   **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational 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.
- **RI.CI.6.2.** Determine the central idea of an informational text, 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.** Analyze 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.
- **RI.IT.6.3.** Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text.
- **RL.TS.6.4.** Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
- **RI.TS.6.4.** Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- **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.
  - 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.
  - B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
  - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- RI.PP.6.5. Identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- 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.
- RI.CT.6.8. Compare and contrast informational 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.
- L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., personification) in context.
  - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - C. Analyze the impact of a specific word choice on meaning and tone.
  - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)

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Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
"Eleven" Short story by Sandra Cisneros *(5 days)*	**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.IT.6.3.** Analyze 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. - L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	**Obj. We are learning to**: - Identify direct vs. indirect characterization - Analyze characters and identify traits that describe them - Use textual evidence to support analysis of characters and their identified traits - Identify and analyze elements of plot - Identify and analyze examples of figurative language; consider author's purpose for use of the literary element - Cite evidence to support analysis of a text **Suggested Formative Assessment(s)**: - Characterization exit ticket (STEAL) - Eleven Comprehension & Analysis Stations Packet	- Disney short [film] to analyze characters - STEAL character analysis anchor chart or poster - Characterization matching activity (match description of a character to a trait) - List of 100 character traits for reading notebook - Character analysis RACE response classwork practice *Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder
The Breadwinner Novel by Deborah Ellis *(5 days)*	**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.IT.6.3.** Analyze 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. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to	**Obj. We are learning to**: - Identify and describe external vs. internal conflicts - Analyze characters and how they impact the plot or evolve as the plot develops - Analyze setting and how it impacts the plot or characters - Use textual evidence to support analysis of characters and their identified traits - Identify and analyze elements of plot - Cite evidence to support analysis of a text - Determine the meaning of unknown words using context and confirm the word's meaning using reference	- Disney film [clips] to show examples of internal vs external conflict - Character analysis & effect on plot RACE response classwork practice - Peardeck review of RACE format - Vocabulary network - Optional: provide full novel for interested students' independent reading *Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder

	the development of the ideas, plot, setting, or theme. ● **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.	materials **Suggested Formative Assessment(s)**: ● Types of conflict exit ticket (analysis of text) ● Student Workbook Assessment practice (pg 189) ● Notice & Note Analysis	
"Life Doesn't Frighten Me" Poem by Maya Angelou *(4 days)*	● **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.TS.6.4.** Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme. ● RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). ● L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Obj. We are learning to**: ● Identify the speaker of the poem and explain the perspective of the speaker ● Determine the theme of a poem ● Identify the structure of a poem (lyric poetry w/ focus on repetition and refrain) ● Identify and analyze poetic devices ● Identify and analyze examples of figurative language ● Cite evidence to support analysis of a text **Suggested Formative Assessment(s)**: ● Student Workbook Assessment Practice (pg 199) ● Notice & Note Analysis	● Introduction to poetry and poetic elements fill in the blank notes ● Brain Waves Instruction Poetry Analysis Flipbook (can be competed in centers/small group rotations) ● Analyze speaker RACE classwork practice ● Poetic elements/devices anchor chart or resource poster *Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder
"Fears and Phobias" Informational Text by kidshealth.org *(5 days)*	● **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text. ● **RI.CI.6.2.** Determine the central idea of an informational text, and explain how it is supported by key details; provide a	**Obj. We are learning to**: ● Identify central idea and key details ● Identify elements of nonfiction texts ● Analyze text structure (description, cause/effect, chronological, etc) ● Use text structures to locate information ● Provide a summary of a text	● Main idea and key details fill in the blank notes ● Vocabulary network ● Jigsaw summary writing practice ● Candy corn informational text & summary writing practice ● TAAMIO poster (strategy for

	summary of the text distinct from personal opinions or judgments. ● **RI.IT.6.3.** Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text. ● **RI.TS.6.4.** Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. ● **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.	● Determine the meaning of unknown words using context and confirm the word's meaning using reference materials **Suggested Formative Assessment(s)**: ● Student Workbook Assessment Practice (pg 211) ● Notice & Note Analysis *Note: This text will be used in conjunction with the informative essay (see writing pacing guide)	summarizing) ● Nonfiction text structures poster ● Nonfiction text elements poster *Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder
"Wired for Fear" Video by California Science Center *(1 day)*	● **RI.CI.6.2.** Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. ● RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue. ● **RI.CT.6.8.** Compare and contrast informational 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.	**Obj. We are learning to**: ● Identify central idea and key details ● Integrate and analyze information from media ● Compare and contrast the presentation of ideas from the video "Wired for Fear" to the informational text "Fears and Phobias" **Suggested Formative Assessment(s)**: ● TAAMIO summarizing graphic organizer (central idea & key details) ● Venn diagram/chart to compare and contrast the documentary and novel	● TAAMIO graphic organizer to summarize central idea and key details of the video ● Venn diagrams or charts to compare & contrast the video "Wired for Fear" to the informational text "Fears and Phobias" *Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder

| Novel Study: *The Cay* by Theodore Taylor OR *Pax* by Sara Pennypacker *(20-25 days)* | ● **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.** Analyze 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. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
● RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
● L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   ○ C. Analyze the impact of a specific word choice on meaning and tone. | **Obj. We are learning to**:
● Determine the theme and analyze how it is developed
● Identify and analyze examples of figurative language
● Cite evidence to support analysis of a text
● Analyze characters and how they impact the plot or evolve as the plot develops
● Analyze setting and how it impacts the plot or characters
● Identify and analyze point of view
● Analyze the impact of word choice (mood)
Suggested Formative Assessment(s):
● Comprehension quizzes
● Short answer writing response exit tickets (characters, setting, or plot)
● Notice & Note Analysis (*Pax* chp 1)
● Student Workbook Assessment Practice (Pax chp 1: pg 313) | ● Point of View Exit Ticket
● Reading journal (vocab, character analysis, plot analysis, thoughts, predictions, questions, etc)
● RACE classwork practice & review notes
● Fox research (*Pax*)
● Point of view anchor chart or poster
● Figurative language analysis chart
● List of mood words
● Mood fill in the blank notes
● Character map graphic organizer (use to take notes/make inferences about characters)

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Additional *Into Literature* Texts and Independent Reading Options (Optional):
● "Embarrassed? Blame Your Brain" Informational Text by Jennifer Connor-Smith ● "The Ravine" Short story by Graham Salisbury ● "Into the Air" Graphic Biography by Robert Burleigh ● "The Wright Brothers: How They Invented the Airplane" Biography by Russel Freedman ● "Horror" Poem by Lewis Carroll ● "Vanqueshing the Hungry Chinese Zombie" Short Story by Claudine Geuh ● "Running Into Danger on the Alaskan Trail" Narrative Nonfiction by Cinthia Richie

- "Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare" Magazine Article by Dana Hudepohl
- Common Lit Articles (for texts about content specific topics, holidays/celebrations, thematic activities, etc)

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements