

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

### GRADE 6– Trimester 2 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 2, students will learn to analyze various literary sources from Units 4 & 5 of *Into Literature* including: informational articles, argument texts, short stories, a documentary, 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, vocabulary, figurative language, comparing and contrasting texts, identifying author's purpose, and evaluating arguments. Following the unit, the skills learned will be continued and applied through a complete novel study of *The Devil's Arithmetic*. As part of the novel study, students will research information about The Holocaust and WWII in order to build the needed background knowledge to comprehend and analyze the novel. The emphasis for this trimester are the essential questions: "What can you learn from seeing the world through an animal's eyes?" and "What does it take to be a survivor?" Through the priority standards, students will explore and analyze multiple genres of literature and the resources provided with the essential question guiding their learning. This trimester is designed to correspond with grammar lessons, RACE writing skills, and the argument 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.

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

- **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.
- **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.AA.6.7.** Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **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.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.
  - Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - 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.
  - 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).
- **L.VI.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., personification) in context.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - Analyze the impact of a specific word choice on meaning and tone.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

- 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.
- 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.
- 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.

### Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>"Animal Snoops: The Wondrous World of Wildlife Spies"</p> <p>Informational Text by Peter Christie (5 days)</p>	<ul style="list-style-type: none"> <li>● <b>RI.CR.6.1.</b> 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.</li> <li>● <b>RI.CI.6.2.</b> 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.</li> <li>● <b>RI.IT.6.3.</b> 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.</li> <li>● <b>RI.TS.6.4.</b> Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information</li> <li>● <b>L.VL.6.3.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings,</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify the central idea and key details of a text</li> <li>● Provide a summary of a text</li> <li>● Identify text structures</li> <li>● Analyze how text structure contributes to the development of ideas</li> <li>● Use text structures and features to locate information in a text</li> <li>● Cite evidence to support analysis of a text</li> <li>● Determine the meaning of unknown words using context and confirm the word's meaning using reference</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Student Workbook Assessment practice (pg 337)</li> <li>● Notice &amp; Note Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Text structure anchor chart or resource page</li> <li>● Text features anchor chart or resource page</li> <li>● Summarizing anchor chart or resource page (TAAMIO)</li> <li>● Main idea &amp; key details graphic organizers</li> <li>● RACE (central idea) classwork practice</li> <li>● Vocabulary network</li> </ul> <p>*Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder</p>

**Swedesboro-Woolwich School District's Reading Curriculum Guidance Document**

	choosing flexibly from a range of strategies.		
<p>"Wild Animals Aren't Pets" by USA Today &amp; "Let People Own Exotic Animals" by Zuzana Kukol (6 days)</p>	<ul style="list-style-type: none"> <li>● <b>RI.PP.6.5.</b> Identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.</li> <li>● <b>RI.AA.6.7.</b> Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>● <b>RI.CT.6.8.</b> 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.</li> <li>● <b>L.VL.6.3.</b> 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.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Analyze an author's argument (identify and evaluate an author's claim, reasons, and evidence)</li> <li>● Identify an author's purpose/perspective</li> <li>● Compare &amp; contrast author's arguments, claims, evidence, and reasons</li> <li>● Cite evidence to support analysis of a text</li> <li>● Determine the meaning of unknown words using context and confirm the word's meaning using reference</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Student Workbook Assessment practice (pg 362 &amp; 365)</li> <li>● Notice &amp; Note Analysis</li> </ul> <p><i>*Note: these texts will be used as mentor texts for the argument essay (see writing curriculum)</i></p>	<ul style="list-style-type: none"> <li>● Introduction to argument writing notes</li> <li>● Venn diagrams or charts for comparing &amp; contrasting</li> <li>● Vocabulary network</li> </ul> <p>*Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder</p>
<p><i>A Long Walk to Water</i> Novel excerpt by Linda Sue Park (5 days)</p>	<ul style="list-style-type: none"> <li>● <b>RL.CR.6.1.</b> 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.</li> <li>● <b>RL.IT.6.3.</b> 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.</li> <li>● <b>RL.TS.6.4.</b> Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Analyze characters and identify traits that describe them</li> <li>● Use textual evidence to support analysis of characters and their identified traits</li> <li>● Identify and analyze elements of plot</li> <li>● Identify and analyze point of view</li> <li>● Identify and analyze examples of flashbacks and foreshadowing</li> <li>● Analyze the setting of a text and determine how the setting impacts the characters and plot</li> <li>● Cite evidence to support analysis of a</li> </ul>	<ul style="list-style-type: none"> <li>● Character analysis anchor chart or reference page (STEAL)</li> <li>● List of 100 character traits</li> <li>● Movie clips as examples of flashbacks and foreshadowing</li> <li>● Research/provide background about the text's setting (Sudan)</li> <li>● Story elements map</li> <li>● Chart paper character analysis (STEAL) in small groups w/ presentations</li> </ul> <p>*Additional Resources are available to all</p>

**Swedesboro-Woolwich School District's Reading Curriculum Guidance Document**

	<p>overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.</p> <ul style="list-style-type: none"> <li>● <b>RL.PP.6.5.</b> Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</li> <li>● <b>L.VL.6.3.</b> 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.</li> </ul>	<p>text</p> <ul style="list-style-type: none"> <li>● Determine the meaning of unknown words using context and confirm the word's meaning using reference</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Student Workbook Assessment Practice (pg 399)</li> <li>● Notice &amp; Note Analysis</li> </ul>	<p>Grade 6 ELA Teachers in the Shared Google Drive Folder</p>
<p>"Salva's Story" Documentary by POVRoseMedia (4 days)</p>	<ul style="list-style-type: none"> <li>● <b>RI.CI.6.2.</b> 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.</li> <li>● <b>RI.MF.6.6.</b> Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</li> <li>● <b>RI.CT.6.8.</b> 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.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify central idea and key details</li> <li>● Integrate and analyze information from media</li> <li>● Compare and contrast the presentation of ideas from the historical novel (<i>A Long Walk to Water</i>) and media documentary ("Salva's Story")</li> <li>● Create a summary or timeline of key events</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Presentation of timelines</li> <li>● Venn diagram/chart to compare and contrast the documentary and novel</li> </ul>	<ul style="list-style-type: none"> <li>● Create a visual timeline of events in Salva's life around the classroom</li> <li>● Venn diagrams or charts to compare &amp; contrast the documentary "Salva's Story" with the novel, <i>A Long Walk to Water</i></li> </ul> <p>*Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder</p>
<p>Holocaust/WWII Background &amp; Research (6 days *may be extended)</p>	<ul style="list-style-type: none"> <li>● <b>RI.CI.6.2.</b> 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.</li> <li>● <b>RI.TS.6.4.</b> Use text structures (e.g. cause-effect, problem-solution), search</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify central idea and key details</li> <li>● Integrate and analyze information from media</li> <li>● Create a summary or timeline of key events</li> <li>● Describe, understand, and analyze the</li> </ul>	<ul style="list-style-type: none"> <li>● Gallery walk images &amp; recording sheet</li> <li>● Holocaust/WWII <a href="#">timeline</a> (United States Holocaust Memorial Museum)</li> <li>● Holocaust/WWII fill in the blank notes</li> </ul>

**Swedesboro-Woolwich School District's Reading Curriculum Guidance Document**

	<p>tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p> <ul style="list-style-type: none"> <li>● <b>L.VL.6.3.</b> 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.</li> <li>● <b>RI.MF.6.6.</b> Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</li> </ul>	<p>events of the Holocaust &amp; WWII</p> <ul style="list-style-type: none"> <li>● Build background knowledge and historical context of the novel's setting before reading (<i>The Devil's Arithmetic</i>)</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Holocaust/WWII background quiz</li> <li>● Timeline</li> </ul> <p><i>*Note: an expository/research based essay providing information about the Holocaust is optional to pair with this unit (see writing curriculum)</i></p>	<ul style="list-style-type: none"> <li>● KWL Chart</li> <li>● Holocaust Survivor AI <a href="#">Interview</a> (USC Shoah Foundation)</li> <li>● Common Lit articles</li> <li>● BrainPop WWII video</li> <li>● <a href="#">Maps</a> of Europe and concentration camp systems</li> </ul>
<p>Novel Study: <i>The Devil's Arithmetic</i> by Jane Yolen (20-25 days)</p>	<ul style="list-style-type: none"> <li>● <b>RL.CR.6.1.</b> 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.</li> <li>● <b>RL.CI.6.2.</b> 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.</li> <li>● <b>RL.IT.6.3.</b> 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.</li> <li>● <b>RL.TS.6.4.</b> 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.</li> <li>● <b>L.VL.6.3.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings,</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Determine the theme and analyze how it is developed</li> <li>● Identify and analyze examples of figurative language (introduce irony, symbolism, allusions, &amp; euphemisms)</li> <li>● Cite evidence to support analysis of a text</li> <li>● Analyze characters and how they impact the plot or evolve as the plot develops</li> <li>● Analyze setting and how it impacts the plot or characters</li> <li>● Analyze text structure (flashbacks, foreshadowing)</li> <li>● Identify the mood and analyze how it is developed (word choice &amp; setting)</li> <li>● Determine the meaning of unknown words using context and confirm the word's meaning using reference</li> <li>● Compare and contrast the novel to the film adaptation</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Comprehension quizzes</li> <li>● Short answer writing response exit tickets (character, setting, plot)</li> </ul>	<ul style="list-style-type: none"> <li>● Digital notebook for divided sections (chapters) - comprehension, vocabulary, skill practice</li> <li>● RACE classwork practice</li> <li>● Use anchor chart paper to analyze characters (STEAL) in small groups w/ presentations</li> <li>● Audible read aloud</li> <li>● <i>The Devil's Arithmetic</i> film adaptation (available on YouTube)</li> <li>● Venn diagram or chart for comparing &amp; contrasting the novel and film</li> <li>● Types of irony anchor chart and reference page</li> <li>● Figurative language anchor chart and reference page</li> <li>● Analyzing symbols chart</li> <li>● List of 100 character traits</li> <li>● Character analysis anchor chart or reference page</li> <li>● Character map graphic organizer (use to take notes/make inferences about characters)</li> </ul>

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<p>choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>● L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● 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.</li> </ul>		<p>*Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder</p>
<b>Additional <i>Into Literature</i> Texts and Independent Reading Options (Optional):</b>			
<ul style="list-style-type: none"> <li>● "Zoo" Science Fiction by Edward Hoch</li> <li>● "Animal Wisdom" Poem by Nancy Wood</li> <li>● "The Last Wolf" Poem by Mary TallMountain</li> <li>● "The Caterpillar" Poem by Robert Graves</li> <li>● "The Pod" Short Story by Maureen Crane Wartski</li> <li>● "The Flying Cat" Poem by Naomi Shilhab Nye</li> <li>● "Tribute to the Dog" Speech by George Graham Vest</li> <li>● "Views on Zoos" Arguments (no author available)</li> <li>● "Into the Lifeboat from Titanic Survivor" Memoir by Violet Jessop</li> <li>● "After the Hurricane" Poem by Rita Williams-Garcia</li> <li>● "Ninth Ward" Novel excerpt by Jewell Parker Rhodes</li> <li>● "Watcher: After Katrina, 2005" Poem by Natasha D. Tretheway</li> <li>● "The Day I Didn't Go to the Pool" Short Story by Leslie J. Wyatt</li> <li>● "Tuesday at the Other June" Short Story by Norma Fox Mazer</li> <li>● "In Event of Mood Disaster" Speech by Bill Safire</li> <li>● "Ready: Preparing Your Pets for Emergencies Makes Sense" Informational Text by Ready.gov</li> <li>● "Integration of Central High School" by History.com adapted by Newsela staff</li> <li>● Common Lit Articles (for texts about content specific topics, holidays/celebrations, thematic activities, etc)</li> </ul>			

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)