Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 6– Trimester 3 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 3, students will learn to analyze poems from Unit 1 of *Into Literature*. Additionally, students will be introduced to the science fiction genre and analyze science fiction short stories. The priority standards include: comparing and contrasting texts, citing and explaining evidence, analyzing characters, setting, and plot, analyzing text structure, identifying and analyzing theme, vocabulary, and figurative language. Following the unit, the skills learned will be continued and applied through a complete novel study of *The Giver,* a science fiction text. The emphasis for this trimester is the essential question: "What are the ways you can make yourself heard?" 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 narrative 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.   **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.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.
- **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, unwasteful, thrifty)
- 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 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.
- 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.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**

"A Voice" Poem by Pat Mora and "Words Like Freedom" Poem by Langston Hughes *(5 days)*	● **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.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.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.
	● **L.VI.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	   ○ Analyze the impact of a specific word choice on meaning and tone.
	   ○ Interpret figures of speech (e.g., personification) in context.
	● **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.
	● 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:
		● Determine the theme of a poem and analyze how the theme is developed
		● Identify and analyze examples of figurative language
		● Identify and analyze poetic devices
		● Make inferences about the speaker of the poem
		● Analyze the tone of the poem
		● Compare & contrast the poems (themes & presentation of ideas)
		● Cite evidence to support analysis of a text
		● Determine the meaning of unknown words using context and confirm the word's meaning using reference
		Suggested Formative Assessment(s):
		● Student Workbook Assessment practice (pg 51 & 53)
		● Notice & Note Analysis
			● Elements of poetry anchor chart or reference page
			● Tone word list anchor chart or reference page
			● Research the Harlem Renaissance for context of Hughes' poem
			● Compare & contrast venn diagram or chart
			● Identifying theme reference page or anchor chart
			● Figurative language analysis chart
			● Vocabulary network
			
			*Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder

"The Fun They Had" Science Fiction Short Story by Isaac Asimov *(5 days)*	● **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.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. ● **L.VI.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 　○ Analyze the impact of a specific word choice on meaning and tone. 　○ Interpret figures of speech (e.g., personification) in context. ● **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.	**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 ● Analyze the setting and mood ● Identify and analyze examples of figurative language; consider author's purpose for use of the literary element ● Analyze theme and determine how it is developed by the author ● Cite evidence to support analysis of a text ● Determine the meaning of unknown words using context and confirm the word's meaning using reference ● Identify elements of science fiction **Suggested Formative Assessment(s)**: ● Plot map/graphic organizer ● Text dependent short answer response questions *Note: this text can be used as mentor texts for the narrative essay (see writing curriculum)*	● Introduction to science fiction genre notes/slides ● Character analysis posters (STEAL) ● Literacy Circles w/ assigned roles ● RACE character or plot analysis ● Figurative language analysis chart ● Mood word list reference page or anchor chart ● List of 100 character traits ● Character analysis reference page or anchor chart ● Identifying theme reference page or anchor chart ● Vocabulary network *Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder

"All Summer in a Day" by Ray Bradbury *(5 days)*	**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.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. **L.VI.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Analyze the impact of a specific word choice on meaning and tone. - Interpret figures of speech (e.g., personification) in context. **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.	**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 - Analyze the setting and mood - Identify and analyze examples of figurative language; consider author's purpose for use of the literary element - Analyze theme and determine how it is developed by the author - Cite evidence to support analysis of a text - Determine the meaning of unknown words using context and confirm the word's meaning using reference - Identify elements of science fiction **Suggested Formative Assessment(s)**: - Plot map/graphic organizer - Figurative language analysis worksheet *Note: this text can be used as mentor texts for the narrative essay (see writing curriculum)*	- Text dependent short answer response questions - Character analysis posters (STEAL) - Literacy Circles w/ assigned roles - RACE character or plot analysis - Figurative language analysis chart - Mood word list reference page or anchor chart - List of 100 character traits - Character analysis reference page or anchor chart - Identifying theme reference page or anchor chart - Vocabulary network *Additional Resources are available to all Grade 6 ELA Teachers in the Shared Google Drive Folder
Novel Study: *The Giver* by Lois Lowry (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.	**Obj. We are learning to**: - Determine the theme and analyze how it is developed - Identify and analyze examples of	- Introduction to the novel (slides/background) - Digital notebook for divided sections (chapters) - comprehension,

- **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.
- **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.VI.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

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
- Analyze text structure (flashbacks, foreshadowing)
- Identify the mood and analyze how it is developed (word choice & setting)
- Determine the meaning of unknown words using context and confirm the word's meaning using reference
- Compare and contrast the novel to the film adaptation
- Identify elements of science fiction

Suggested Formative Assessment(s):
- Chapter comprehension exit tickets
- Setting short answer writing response
- Vocabulary packet

vocabulary, skill practice
- RACE classwork practice
- Use anchor chart paper to analyze characters (STEAL) in small groups w/ presentations
- Audible read aloud
- *The Devil's Arithmetic* film adaptation (available on YouTube)
- Venn diagram or chart for comparing & contrasting the novel and film
- Types of irony anchor chart and reference page
- Figurative language anchor chart and reference page
- Analyzing symbols chart
- List of 100 character traits
- Character analysis anchor chart or reference page
- 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):

- "Brown Girl Dreaming" Memoir in Verse by Jacqueline Woodson
- "What's So Funny, Mr. Scieszka?" Humor by Jon Scieszka
- "Better Than Words: Say It With a Selfie" Argument by Gloria Chang
- "OMG, Not Another Selfie" Argument by Shermakaye Bass
- "I Was a Skinny Tomboy" Poem by Alma Luz Villanueva

- "Words Are Birds" Poem by Francisco X. Alarcon
- "On Dragonwings" Short Story by Lucy D. Ford
- "Carved on the Walls" Informational Text by Judy Young
- "There Will Come Soft Rains" Science Fiction Short Story by Ray Bradbury *can be used for comparing/contrasting with the other science fiction short stories
- Common Lit Articles (for texts about content specific topics, holidays/celebrations, thematic activities, etc)
- Additional texts can be found in Units 2 and 6 of *Into Literature*

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

ELA Enduring Understanding Statements