

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Literature

Course Length: One Year

Grade: 6

Date Last Approved: June 2023

Stage 1: Desired Results

Course Description and Purpose:

The Literature and Communications program for grade 6 is balanced and comprehensive. The language arts processes of reading, writing, listening, and speaking are taught in an integrated and interrelated manner. Course components include the study of rich and varied literature; writing in the genres of comparison of various media, narrative, expository, research, and response to literature. Direct instruction within this course includes language arts skills and strategies, including close reading, analysis, vocabulary development, and grammar; and a balance of oral and written and language activities. Students will be given the opportunity to practice the following reading analysis strategies: monitoring comprehension, key ideas and details, craft and structure, and integration of knowledge and ideas while reading a range of text complexity. They will also continue to refine their ability to communicate effectively through writing, reading, speaking, and listening.

Enduring Understanding(s):

1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.

Essential Question(s):

1. How do reading strategies impact a reader's comprehension and analysis of text?
2. How does reading a wide variety of texts expand one's knowledge of the world?
3. How do text features, structures, word-choice and characteristics influence understanding of a variety of genres?
4. How does what is written impact or influence readers?
5. How do rules of language affect communication?
6. How does a writer choose a particular form of writing?
7. What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?
8. How does understanding audience influence the way a message is communicated orally?

Learning Targets:

1. Students can evaluate fiction text including a variety of genres and formats.
2. Students can evaluate nonfiction text including a variety of genres and formats.
5. Students can organize and communicate ideas to others.

Stage 2: Learning Plan

I. Setting Up the RLA Workshop: “How is literature like life?”

- A. Independently choosing texts for literary work
- B. Close reading
- C. Responding to reading
- D. Analysis and synthesis of ideas
- E. Elements of plot
- F. Academic integrity

Standards Referenced: College and Career Readiness Anchor Standards for Reading:

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1

CCSS.ELA-LITERACY.CCRA.R.2

CCSS.ELA-LITERACY.CCRA.R.3

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4

CCSS.ELA-LITERACY.CCRA.R.5

CCSS.ELA-LITERACY.CCRA.R.6

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.9

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10

Key Unit Resources

- *Notice and Note: Fiction* Beers & Probst
- *Notice and Note: Nonfiction* Beers & Probst
- Independent texts
- Short films & multi-media
- Text excerpts
- IXL.com
- Commonlit texts

Learning Targets Addressed:

1. Students can evaluate fiction text including a variety of genres and formats.
2. Students can evaluate nonfiction text including a variety of genres and formats.
5. Students can organize and communicate ideas to others.

Assessment Map

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">● notes/close read annotations● comprehension checks● summary of texts● class discussions● notes● vocabulary work

	Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • class discussions • graphic organizers • close read annotations
	Summative	Product	<ul style="list-style-type: none"> • close read annotations • book talk/ persuasive product • independent text conference
<p>II. Childhood: “What are some of the challenges and triumphs of growing up?”</p> <p>A. read and analyze how authors present ideas and express their points of view in different types of texts including memoirs, verse, nonfiction narrative, etc.</p> <p>B. compare and contrast texts and multimedia</p> <p>C. close read for structure, direct & indirect character analysis,</p> <p>D. discuss and utilize elements of fiction</p> <p>E. discuss and analyze elements of a drama</p> <p>F. perform drama with fluency, volume, pacing</p> <p>G. engage in collaborative discussions</p>	<p>Standards Referenced: College and Career Readiness Anchor Standards for Reading:</p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3</p> <p>Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.6</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7 CCSS.ELA-LITERACY.CCRA.R.9</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10</p>		
	Key Unit Resources		
	<ul style="list-style-type: none"> • <i>My Perspectives</i> Unit 1: Childhood • Newsela • IXL.com • Independent novels • Contemporary middle grade whole group read-aloud novel • Scholastic News/ SCOPE Magazine 		
	<p>Learning Targets Addressed:</p> <p>1.Students can evaluate fiction text including a variety of genres and formats.</p> <p>2. Students can evaluate nonfiction text including a variety of genres and formats.</p> <p>5.Students can organize and communicate ideas to others.</p>		

	Assessment Map:		
	Type	Level	Assessment Detail
	Practice	Knowledge	<ul style="list-style-type: none"> • notes/close read annotations • comprehension checks • summary of texts • class discussions • vocabulary study
	Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • selection tests • class discussions • graphic organizers • constructed responses • IXL skill checks
	Summative	Product	<ul style="list-style-type: none"> • selection tests • constructed responses • unit test • IXL skill quizzes • reader's theater performance • independent text conference
III. Friendship Novel and Book Club Novel Analysis: “How are people transformed through their relationship with others?” <ul style="list-style-type: none"> A. Read and analyze whole group novel B. Respond to reading analysis prompt with cited direct text evidence C. Monitoring comprehension with emphasis on inferred relationships and ideas D. Analysis and justification of author’s use of literary devices A. Identify and evaluate literary elements including character, point of view, author’s style, setting, figurative language, plot elements in book club text 	Standards Referenced: College and Career Readiness Anchor Standards for Reading: Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.6 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7 CCSS.ELA-LITERACY.CCRA.R.9 Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10		
	Key Unit Resources		
	<ul style="list-style-type: none"> • Whole Group Novel • Newsela • Independent Texts • IXL • Book Club Texts 		

	<p>Learning Targets Addressed:</p> <p>1.Students can evaluate fiction text including a variety of genres and formats.</p> <p>2. Students can evaluate nonfiction text including a variety of genres and formats.</p> <p>5.Students can organize and communicate ideas to others.</p> <p>Assessment Map:</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">• notes/close read annotations• comprehension checks• opinion journals• class discussions• vocabulary study</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">• selection/comprehension tests• class discussions• graphic organizers• constructed responses• IXL skill checks</td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none">• selection/chapter tests• unit tests• on-demand evidence journal• constructed responses• socratic seminar• visual representation project• literary element analysis packets• IXL skill quizzes</td></tr></table>	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">• notes/close read annotations• comprehension checks• opinion journals• class discussions• vocabulary study	Formative	Skills/ Reasoning	<ul style="list-style-type: none">• selection/comprehension tests• class discussions• graphic organizers• constructed responses• IXL skill checks	Summative	Product	<ul style="list-style-type: none">• selection/chapter tests• unit tests• on-demand evidence journal• constructed responses• socratic seminar• visual representation project• literary element analysis packets• IXL skill quizzes
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<p>IV. Modern Technology: “How is modern technology helpful and harmful to society?”</p> <p>A. Read and determine authors’ point of view and evaluate ideas expressed in both literary works and nonfiction texts</p> <p>B. Delineate and evaluate the argument and specific claims in a text</p> <p>C. Expand knowledge and use of academic and concept vocabulary with context</p> <p>D. Compare and contrast evaluation of claims/evidence</p> <p>E. read and analyze the development of ideas and language in literature, nonfiction texts</p> <p>F. engage in collaborative discussions and presentations</p> <p>G. integrate audio, visuals, and text in presentations</p>	<p>Standards:Standards Referenced: College and Career Readiness Anchor Standards for Reading:</p> <p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.CCRA.R.1</p> <p>CCSS.ELA-LITERACY.CCRA.R.2</p> <p>CCSS.ELA-LITERACY.CCRA.R.3</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.CCRA.R.4</p> <p>CCSS.ELA-LITERACY.CCRA.R.5</p> <p>CCSS.ELA-LITERACY.CCRA.R.6</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.CCRA.R.7</p> <p>CCSS.ELA-LITERACY.CCRA.R.8</p> <p>CCSS.ELA-LITERACY.CCRA.R.9</p>												

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.CCRA.R.10

Key Unit Resources

- *My Perspectives* unit 3: Modern Technology
- Newsela
- Various research internet tools
- IXL
- Independent texts
- Literature circle texts

Learning Targets Addressed:

- 1.Students can evaluate fiction text including a variety of genres and formats.
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- 5.Students can organize and communicate ideas to others.

Assessment Map

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• notes/close read annotations• comprehension checks• class discussions• vocabulary study
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• selection tests• class discussions• graphic organizers/ research notecards• outlines• constructed responses• IXL skill checks
Summative	Product	<ul style="list-style-type: none">• selection tests• unit test• multimedia presentation• IXL skill quizzes

- V. Exploration & Adventure: “What drives people to explore and seek adventure?”
- A. Analyze literary devices to include theme, symbols, and motif
 - B. Analyze how point of view and purpose shape text and author’s style
 - C. Analyze figurative language and how it contributes to overall text
 - D. Engage in collaborative discussion and build on the ideas of others

Standards Referenced: College and Career Readiness Anchor Standards for Reading:

Key Ideas and Details:
CCSS.ELA-LITERACY.CCRA.R.1

CCSS.ELA-LITERACY.CCRA.R.2

CCSS.ELA-LITERACY.CCRA.R.3

Craft and Structure:
CCSS.ELA-LITERACY.CCRA.R.4

CCSS.ELA-LITERACY.CCRA.R.5

CCSS.ELA-LITERACY.CCRA.R.6

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.R.7

CCSS.ELA-LITERACY.CCRA.R.8

CCSS.ELA-LITERACY.CCRA.R.9

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.CCRA.R.10

Key Unit Resources

- *My Perspectives* Unit 5: Exploration
- Classic Novel
- Newsela
- IXL.com
- Independent Novels
- Scope Magazine dramas

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Assessment Map

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Practice	Knowledge	<ul style="list-style-type: none">• notes/close read annotations• comprehension checks• class discussions• vocabulary study

	Formative	Skills/ Reasoning	<ul style="list-style-type: none">• selection tests• class discussions• graphic organizers• dialectical journals/annotations• constructed responses• IXL skill checks
	Summative	Product	<ul style="list-style-type: none">• selection tests• unit test• close read annotations• personalized nonfiction project• multimedia project• IXL skill quizzes