
6th Grade Reading

Curriculum Guide

Scranton School District

Scranton, PA



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Curriculum Guide**

6th Grade Reading

Prerequisite:

- Successful completion of fifth grade English Language Arts

Reading class instruction focuses on building students reading abilities from basic skills as word recognition and identification of reading terms to more in depth skills such as interpretation and analysis of text. Teachers facilitate or guide students through the implementation of reading comprehension strategies for both fiction/literature and non-fiction/informative texts. Teachers facilitate student use of a variety of vocabulary analysis skills. As the year progresses, text complexity increases and the students are encouraged to work more independently. Fluency, comprehension, vocabulary, and critical thinking are emphasized. Students apply academic language and domain-specific vocabulary to improve their reading, writing, listening, and speaking skills in all subject areas.

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Year-at-a-glance

Subject: Reading (SSIS)	Grade Level: 6	Date Completed: 6/14/2017
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1st Quarter

Topic	Resources	Standards
Vocabulary- Context Clues, synonyms and antonyms and academic and domain specific words	Fictional Passages	CC.1.3.6.I CC.1.3.6.J
Plot, Character, Conflict, Point of View		CC.1.3.6.C
Theme		CC.1.3.6.A
Inference, Drawing Conclusions		CC.1.3.6.B

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2nd Quarter

Topic	Resources	Standards
Vocabulary- affixes, denotations and connotations	Fictional Passages	CC.1.3.6.I CC.1.3.6.J
Author's Purpose	Fiction and Nonfiction	CC.1.3.6.D/CC.1.2.6.D
Text Structure		CC.1.3.6.E
Figurative Language		CC.1.3.6.F
Text Connections		CC.1.3.6.H

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3rd Quarter

Topic	Resources	Standards
Vocabulary- Greek/ Latin roots, Analogies, Reference Materials	Focus on Informative Passages	CC.1.2.6.K CC.1.2.6.J
Evaluate Author's Argument		CC.1.2.6.H
Author's Purpose <u>Review</u>		CC.1.2.6.D
Central Idea/ Supporting Details		CC.1.2.6.A
Text Connections		CC.1.2.6. I
Text Features		CC.1.2.6.C
Text Structure		CC.1.2.6.E
Explicit vs. Inferred <u>Review</u>		CC.1.2.6.B
Figurative Language Usage <u>Review</u>		CC.1.2.6.F

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4th Quarter

Topic	Resources	Standards
Practice Close Reading	Fictional and/or Informative text passages	
Media	Informative (Reading Text vs. View Video)	CC.1.3.6.G
Media	Literature (Reading Text vs. Viewing Play/Drama/Radio Play)	CC.1.2.6. G

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<p>Plot Character Conflict Point of View</p>	<p>CC.1.3.6.C</p>	<p>Plot (exposition, rising action, suspense, falling action, resolution) Setting: time and place Suspense: author’s use of foreshadowing Character: Traits- adjectives that describe the character based on words and actions Motivation- reasons for the character to behave in a particular manner Dynamic- the character undergoes important changes as the plot unfolds vs. Static Main- most important characters in the passage vs. Minor Antagonist vs. Protagonist (hero) Characterization- the way a writer creates and develops a character (4 Methods) Dialogue- conversation Dialect- language spoken in a particular region Slang- made up of ordinary words with new meanings Conflict: internal vs. external Point of View: Narrator- , 1st or 3rd person limited or omniscient, style</p>	<p>Choose from a variety of Fictional Passages: short story, drama, poem, fable, fairy tale and folk tale found in : Readworks.org, Collections Textbook/Close Reader, Crosswalk Coach Book</p> <p>Use of Graphic organizers such as story maps</p> <p>Teacher models Close Reading Strategies for Students as they prepare to comprehend and analyze the text:</p> <ul style="list-style-type: none"> • # the paragraphs by page • Chunk text by section, paragraph • Highlight or underline key terms • Listen to Modeling/Think Aloud by teacher • Notations/Illustrations in Margin 	<p>Story Map Completion</p> <p>TimeLine Completion</p> <p>Summarize: Plot Events, Character Traits, Conflict Resolution</p>	<p>Introduction, teach, practice and apply, and assess</p> <p>24 days</p>
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Theme	CC.1.3.6.A	<p>Theme: message /lesson about life Topic: Subject matter of passage Symbols: concrete thing that stands for an abstract idea Central Idea and Supporting Details: most important idea author wants to tell reader (explicit or implied) Summarize: get the gist, brief retelling of main idea and supporting details Paraphrase: reader’s voice that retells content without changing meaning Fact vs. Opinion: measurable/ nonmeasurable</p>	<p>Handout- 10 most common themes in children/adolescent literature</p> <p>PowerPoint</p> <p>Theme project- teacher made directions, rubric</p>	<p>Summarize Theme of Passage</p>	<p>Introduce, teach, practice, apply and assess</p> <p>13 days</p>
Inference/Drawing Conclusions	CC.1.3.6.B	<p>Textual Evidence: details found in text Explicit vs. Inference: logical guess based on prior knowledge and evidence from story Drawing Conclusions of what is happening in text based on analysis of information provided by author</p>	<p>Reading text multiple times- as a whole class, modeling the underlining or highlighting of details that support conclusions made by the reader</p>	<p>Provide students with copies of text that can be written on and reviewed by teacher.</p>	<p>Introduce, teach, practice and apply, and Assess</p> <p>5 days</p>

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Text Structure	CC.1.3.6.E	<p>Emphasis-Text structure chosen by author takes into consideration author’s purpose and contributes to development of theme, setting and plot of literary work.</p> <p>Paragraphs, chapters,</p> <p>Stanzas: 2 or more lines in a poem</p> <p>Narrator: speaker</p> <p>Repetition/ refrain- ones or more lines repeated</p> <p>Meter: pattern of stressed and unstressed syllables</p> <p>Rhyme scheme: pattern of end line rhyme</p> <p>Couplet: a rhymed pair of lines</p> <p>Free Verse: no rhyme, line or rhythm pattern</p>	<p>Read from a variety of selected Narratives</p> <p>Read from a variety of selected Poems- lyric, limerick, haiku and narrative poetry</p>	Graphic and Semantic Organizers	<p>Introduce, teach, practice and apply, and assess</p> <p>10 days</p>
Figurative Language/Word Choice	CC.1.3.6.F	<p>Figurative language: words chosen by author to promote imagery vs. Literal (alliteration, personification, simile/metaphor comparisons, and idioms)</p> <p>Imagery: words and phrases used by author that allows reader to mentally picture sensory images</p>	<p>Teacher Made or Published Materials</p> <p>PowerPoint</p>		<p>Introduce, teach, practice and apply, and assess</p> <p>10 days</p>

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Text Connections	CC.1.3.6.H	Compare and Contrast texts in different forms or genres in terms of their approaches to <u>similar themes</u> and <u>topics</u> as well as their use of additional literary elements Genre: category in which a work of literature is classified	Choose passages from 3 major genres and use Close Reading strategies: <u>Fiction-</u> myth, short story, fable/fairy tale, parody, folk tale <u>Poetry-</u> poems <u>Drama-</u> play		Introduce, teach, practice and apply, and assess 15 days
Mid Year Reading Assessment			Published Materials	Pearson Education, Inc. Mid Year Test	2 days

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<p>Author's Argument</p>	<p>CC.1.2.6.H</p>	<p>Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p> <p>What types of persuasive evidence are used to support the author's message/claim?</p> <p>Does the reader see evidence of bias- (personal preference)?</p> <p>Does the reader see evidence of propaganda?</p> <p>Propaganda Techniques- common methods used by the author to change the thinking or actions of the reader:</p> <ul style="list-style-type: none"> • Emotional appeal? • Numbers?Data? Statistics? • Loaded Language? 	<p>Various Informative Passages: Readworks.org, SIRS Discoverer, Published Reading Series, Supplemental Published Materials i.e. Crosswalk Coach Book, Editorials, Advertisements</p> <p>Use of Graphic Organizers</p>	<p>Graphic Organizer</p> <p>Persuasive Writing Project</p>	<p>8 days</p>
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<p>Author's Purpose Review</p>	<p>CC.1.2.6.D</p>	<p>Quickly revisit a passage read for the purpose of entertaining the reader and then focus on reading informative passages that <u>persuade or inform</u> that may or may not be entertaining.</p> <p>Determine an author's point of view-how does the author feel about the topic? (TONE) Determine the author's purpose in the text and explain how it is conveyed in the text- persuasive, informative, entertaining?</p>	<p>Choose from a variety of Informative Passages: editorial, magazine article, encyclopedia, journal entry, fairy tale and folk tale found in : Readworks.org, Collections Textbook/Close Reader, Crosswalk Coach Book</p> <p>Use of Graphic organizers</p>	<p>Graphic Organizer</p>	<p>5 days</p>
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Central Idea/ Supporting Details	CC.1.2.6.A	Central Idea and Supporting Details: What is the most important idea author wants to tell reader (explicit or implied)?	Choose from a variety of Informative Passages: editorial, magazine article, encyclopedia, journal entry, fairy tale and folk tale found in : Readworks.org, Collections Textbook/Close Reader, Crosswalk Coach Book	Central Idea Project-graphic organizer, rough draft and final copy of summary. Find the central idea of a teacher selected and a student selected passage citing supporting details	10 Days
Text Features	CC.1.2.6.C	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text: <ul style="list-style-type: none"> • Heading • Titles • Subtitles • Illustrations • Quotes • Graphs 	Choose from a variety of published texts including student content area textbooks		2 days

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Text Structure	CC.1.2.6. E	<p>Analyze the author’s presentation of content in paragraphs, chapters, or sections of the text.</p> <p>Examine commons forms of text structure/patterns:</p> <p>Compare/contrast</p> <p>Problem/solution</p> <p>Descriptive</p> <p>Chronological order</p> <p>Cause/effect</p>			5 days
Explicit vs. Inferred <u>Review</u>	CC.1.2.6.B	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences and or generalizations drawn from the text</p> <ul style="list-style-type: none"> • Explicit vs. Inference: logical guess based on prior knowledge and evidence from story 			5 days

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<p>Figurative Language Usage Review</p>	<p>CC.1.2.6.F</p>	<p>Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context</p> <ul style="list-style-type: none"> • Figurative language: words chosen by author to promote imagery vs. Literal (alliteration, personification, simile/metaphor comparisons, and idioms) • Imagery: words and phrases used by author that allows reader to mentally picture sensory images 			<p>5 days</p>
<p>Text Connections</p>	<p>CC.1.2.6.I</p>	<p>Examine how two authors present similar information in different types of text.</p> <ul style="list-style-type: none"> • Compare and Contrast tone, mood and author's use of word choice, text features 	<p>Published Nonfiction Genre: newspaper and magazine articles, letters, essays, biographies, movie reviews, speeches, true life adventure stories, advertising....</p>	<p>Compare and Contrast Essay</p>	<p>5 days</p>

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General Topic	Academic Standards	Essential Knowledge, Skills and Vocabulary	Resources and Activities	Assessments	Suggested Time
Quarter 4 Media	CC.1.3.6.G/CC.1.2.6.G	Compare and Contrast the experiences of reading a story, drama, or poem to listening to an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading to what is perceived when listening or watching.	Listen to Radio plays and/or view video versions of written fiction and nonfiction passages read in class Example: Read Pinballs novel and viewed Movie	T Charts	Introduce, teach, practice and apply, and assess 30 days
Final Review			Handouts, Notes		10 Days
Final – Grade 6 End of Year Reading Test				Pearson Education, Inc. End of Year test	2 Days