



LITERACY

Course Description:

6th Grade Literacy explores fiction, poetry, and nonfiction texts, guiding students through the analysis of narrative structures, thematic elements, and diverse literary techniques. By engaging with various texts and genres, students will improve their reading comprehension, stamina, vocabulary, and learn to connect literary concepts to real-world contexts and their own lives.

Grade Level: 6th Grade

Unit Scope and Sequence

Unit 1: Fiction Reading

Unit 2: Poetry

Unit 3: Nonfiction Reading

Course Enduring Understandings:

- Fictional plot, character, setting, theme, and point of view collaboratively contribute to the development and depth of a story.
- Different forms of poetry and their structural elements to appreciate diverse poetic expressions.
- Various nonfiction text structures to effectively comprehend and analyze informational texts.

Course Essential Questions:

- How do plot, character, setting, and theme interact to create a compelling story?
- How do characters' relationships and conflicts drive the plot forward?
- How can we interpret a story beyond its surface meaning?
- How do different forms and structures of poetry contribute to its meaning?
- How do poets use figurative language and imagery to create meaning and evoke emotions?
- How can we interpret poems in different ways, and what makes each interpretation meaningful?
- How do different nonfiction text structures provide evidence to support our understanding of the main idea(s)?
- Why is it important to rely on textual evidence to support the main idea?

LITERACY GRADE 6 UNIT 1 FICTION

This unit covers elements that bring stories to life: plot, character, setting, theme, word choice, and point of view. Students will explore how authors utilize literary devices like symbolism, foreshadowing, and irony. By analyzing character motivations, actions, and relationships, students will gain insight into how conflicts and interactions propel the storyline forward.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Plot, character, setting, theme, and point of view contribute to the development of a story. - Authors use literary devices to enhance storytelling. - Characters' relationships and conflicts drive the narrative. - Specific word choices impact meaning and tone.	- How do plot, character, setting, and theme interact to create a compelling story? - How do characters' relationships and conflicts drive the plot forward?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Plot - Characterization - Setting - Theme - Conflict - Point of View	- Read texts critically, identifying key elements such as plot, character development, setting, and themes, as well as understanding how these elements interact. - Understand how authors use literary techniques to enhance storytelling. - Analyze a text by determining the meaning of words and phrases as they are used, exploring author point of view

Missouri Learning Standards

Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. (MLS6.RL.1.D).

- Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (MLS6.RL.1.A).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes or reference materials (MLS6.RL.1.B).
- Explain how an author develops the point of view of the narrator or speaker in a text (MLS6.RL.2.B).
- Describe how a particular text's plot unfolds a series of episodes as well as how the characters respond or change as the plot moves toward resolution (MLS6.RL.2.D).
- Read and comprehend literature, including stories, dramas and poems, independently and proficiently (MLS6.RL.3.D).

LITERACY GRADE 6 UNIT 2 POETRY

The poetry unit explores how various forms and structures of poetry shape its meaning and impact. Students will analyze how poets use figurative language and imagery to evoke emotions and convey deeper meanings. The unit encourages multiple interpretations of poems, fostering an appreciation for the richness and diversity of poetic expression.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Understanding different forms of poetry (e.g., sonnet, haiku, free verse) and their structural elements (e.g., rhyme scheme, meter) aids in poem analysis. - Analyzing the use of figurative language (e.g., metaphor, simile, personification) and its effect on imagery and meaning aids in poem analysis and understanding. - Understanding how poets use sound devices (e.g., alliteration, assonance, onomatopoeia) to enhance the musical quality of a poem aids in poem analysis.	- How do different forms and structures of poetry contribute to its meaning? - How do poets use figurative language and imagery to create meaning and evoke emotions? - How can we interpret poems in different ways, and what makes each interpretation meaningful?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Form and Structure - Figurative Language - Imagery - Poetic Devices - Theme and Tone - Interpretation and Analysis	- Analyze and interpret various forms and structures of poetry, understanding how elements like stanzas, rhyme schemes, and meter contribute to a poem's overall meaning and impact. - Develop the skill to identify and interpret figurative language (such as metaphors, similes, and personification) and understand how these devices create meaning and evoke emotions. - Recognize and analyze imagery and sensory details in poetry, understanding how poets use vivid descriptions to create mental images and emotional responses.

Missouri Learning Standards

Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. (MLS6.RL.1.D).

- Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (MLS6.RL.1.A).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes or reference materials (MLS6.RL.1.B).
- Read and comprehend literature, including stories, dramas and poems, independently and proficiently (MLS6.RL.3.D).

LITERACY GRADE 6 UNIT 3 NONFICTION

The nonfiction unit focuses on helping students understand how different text structures influence the presentation and comprehension of information. Students will learn to critically evaluate the accuracy and reliability of sources, developing skills to discern factual information from opinion. The unit emphasizes the importance of using textual evidence to support claims.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Developing skills to interpret and analyze texts requires readers to use evidence to support the main idea of the text. - Identifying the author's purpose and point of view aids in understanding the author's main idea(s).	- How do different nonfiction text structures influence our understanding of the information presented? - Why is it important to cite textual evidence to support text analysis?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Cause and Effect - Compare and Contrast - Main Idea and Supporting Details - Primary and Secondary Sources - Evidence	- Understand how events or actions lead to specific outcomes and how this structure helps in comprehending relationships between events. - Recognize how similarities and differences between subjects are presented and how this helps in understanding multiple perspectives. - Identify the main idea of a text and the pieces of evidence that support it; explain how this structure helps in summarizing and comprehending key points. - Understand the difference between primary sources (original, firsthand accounts) and secondary sources (interpretations or analyses of primary sources) and their relevance to research.

Missouri Learning Standards

Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (MLS6.RI.1.A).

- Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text (MLS6.RI.1.D).
- Explain how an author develops the point of view of the narrator or speaker in a text (MLS6.RL.2.B).