Reading Informational Text: Nonfiction

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Reading: Informational Text
Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to

develop a coherent understanding of a topic or issue.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Speaking & Listening
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective

choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a. 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.
- L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L.6.4c. 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.
- L.6.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions

1. How can I determine the validity of informational text?
2. How can informational text affect my thinking?
3. What strategies can I use to clarify and better understand text?
4. How can informational reading foster stewardship?
5. Why should I read informational text?
6. In what ways is reading informational text different than reading literature?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Textual evidence 2. Inferences 3. Central idea/Main idea 4. Summaries 5. Development/interaction of individuals, events and ideas 6. Meaning of unknown words and phrases 7. Structure of text 8. Point of view 9. Diverse formats and media 10. Multimedia displays 11. Clarification of text 12. Context clues 13. Reference materials 14. Word relationships 15. Figures of speech	1. Discern and cite evidence from the text to draw and support assertions. 2. Draw conclusions from inferences. 3. Identify central idea/main idea and provide an objective summary of the text. 4. Determine the impact and connection made between individuals, events, and ideas in the text. 5. Connect the impact of specific words on meaning and tone through the use of analogies or other means. 6. Analyze how portions of the text relate to the whole. 7. Determine the author's point of view and how it is assessed. 8. Integrate information from media in order to develop an understanding of a topic or issue. 9. Analyze and evaluate an argument and its specific claims in a text; determine the validity of the reasoning, relevance

10. Compare and contrast two different authors' presentations (i.e. a biography and memoir of the same person).
11. Utilize digital media to enhance presentation.
12. Draw evidence from informational texts to support analysis and reflection.
13. Integrate and evaluate information to clarify text.
14. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.
15. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.)

Common Core Vocabulary	Additional Vocabulary
1. Title 2. Heading 3. Subheading 4. Index 5. Appendix 6. Table of contents 7. Online resources 8. Cause/effect 9. Fact/opinion 10. Compare/contrast 11. Summary 12. Main idea 13. Details 14. Author's viewpoint 15. Author's purpose 16. Context clue 17. Connotation 18. Denotation 19. Analogy 20. Synonym 21. Antonym	1. Autobiography 2. Biography 3. Current events 4. Editorial 5. Instructional essay 6. Persuasive essay

Learning Experiences (Suggested)	Assessment (Suggested)
1. PowerPoint Summary. Students will design a PowerPoint presentation that summarizes the main ideas and relevant details of the text. Five slides are required: title, three informational, and bibliography. 2. Fact vs. Opinion. Students will retrieve an online article and differentiate fact from opinion using two different colored highlighters. Students will explain how to distinguish between opinion and fact and support their conclusions. 3. Text Connection. Students with a partner will identify the connections between the text to graphics and/or charts. They will explain the connections aloud to the class. 4. Interactive Biographical Poster. During Women's History Month, students will select a famous female, and utilizing three online sources, present a digital biographical poster. Sections of the board will include: name, childhood information, education, profession, and bibliography. (see	**PowerPoint -Summary** **Summative: Technology Project** Students will identify and explain main ideas and relevant details in a PowerPoint presentation. Five slides will include title slide, three informational slides, and bibliography. **Fact vs. Opinion** **Formative: Writing Assignment** Students will identify statements of fact from opinion from an online resource. A written explanation will be given for statements that are interpreted as opinions. **Text Connection** **Formative: Reading Task** With a partner, students will interpret graphics/charts from a newspaper article and make connections between the text and the content of the graphics/charts. They will explain the connections

link for poster)

5. Elements of a Textbook Chapter. With a partner, students will survey the specific elements of a textbook chapter in order to identify important concepts, establish a context, and note significant points. They will complete the "THIEVES" worksheet to complete the activity. (see link for worksheet)

6. Close Reading. Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the main idea of the selection and details that contribute to that main idea.

7. Questioning the Text. As students read an informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record page numbers of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted.

The Elements of "THIEVES"

Digital Interactive Poster

Interactive Biographical Poster
Summative: Technology Project
Students will present a digital interactive poster of a famous female during Women's History Month. The biography will include details about the person's childhood and education, as well as profession. In addition, a bibliography is required with a minimum of three resources.

Elements of a Textbook Chapter
Formative: Writing Assignment
With a partner, students will identify the important elements of a textbook chapter: title, headings, introduction, topic sentences, visuals, vocabulary, end-of-chapter questions, and summary. (See link to worksheet in "Suggested Learning Experiences.")

Close Reading
Formative: Reading Task
Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the main idea of the selection and details that contribute to that main idea.

aloud to the class.

Resources (Suggested)	Catholic Identity
1. iPad Resources 2. Literature Connection *Escape! The Story of the Great Houdini* by Sid Fleischman *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman *Texts and Lessons for Content-Area Reading: With More Than 75 Articles from The New York Times, Rolling Stone, The Washington Post, Car and Driver, Chicago Tribune, and Many Others* by Harvey "Smokey" Daniels & Nancy Steineke Common Core Standards: Suggested Informational Texts "Letter on Thomas Jefferson" by John Adams *Narrative of the Life of Frederick Douglass as American Slave, Written by Himself* by Frederick Douglass "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchhill *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry *Travels with Charley: In Search of America* by John Steinbeck 3. Internet Resources Graphic Organizer: nonfiction-pyramid	**Social Justice Teachings** ❖ Rights and Responsibilities ❖ Care for God's Creation **Rights of Children** ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

[Today's Front Pages of Newspapers](#)	❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Reading Literature: Fiction

Standards Assessed

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Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Speaking & Listening
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and

content, choosing flexibly from a range of strategies.
- L.6.4a. 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.
- L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L.6.4c. 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.
- L.6.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions

1. What is the importance of knowing the elements of a literary selection?
2. In what way does recognition of literary elements further the comprehension of the text?
3. How does a reader identify a theme?
4. How do cues from the story determine point of view?
5. In what way can a character's actions and choices provide me with an opportunity to reflect on my Catholic faith and values?
6. In what ways does fiction imitate life?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Textual evidence 2. Inferences 3. Theme 4. Development 5. Interaction of individuals, events, ideas 6. Elements of a story 7. Meanings of unknown words and phrases 8. Structure of text 9. Point of view 10. Diverse formats and media 11. Multimedia displays 12. Context clues 13. Reference materials 14. Word relationships 15. Figures of speech	1. Discern and cite evidence from the text to draw and support assertions. 2. Draw conclusions from inferences. 3. Identify theme and analyze its relation to various aspects of the text. 4. Sequence the events of the plot. 5. Describe how the characters react throughout the story. 6. Connect the impact of specific words on meaning and tone through the use of analogies or other means. 7. Assess how portions of the text relate to the whole. 8. Explain how an author develops the point of view. 9. Integrate, evaluate and compare/contrast reading a story to audio/video or live versions. 10. Compare and contrast text in different genres. 11. Draw evidence from literary texts to support analysis and reflection. 12. Interpret information from media and explain how it connects to the text. 13. Utilize digital media to enhance presentation. 14. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. 15. Demonstrate understanding of word relationships and

	nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.)
Common Core Vocabulary	**Additional Vocabulary**
1. Genre 2. Fiction 3. Author 4. Theme 5. Setting 6. Character 7. Plot 8. Point of view (first, third, and omniscient; subjective/objective) 9. Mood 10. Tone 11. Foreshadowing 12. Flashback 13. Pattern 14. Symbol 15. Irony 16. Context clue 17. Connotation 18. Denotation 19. Analogy 20. Synonym 21. Antonym 22. Metaphor 23. Simile 24. Personification 25. Cause/effect 26. Compare/contrast	1. Adventure 2. Fantasy (fable, fairy tale, legend, myth) 3. Historical fiction 4. Mystery 5. Realistic fiction 6. Science fiction
Learning Experiences (Suggested)	**Assessment (Suggested)**
1. Plot Analysis. Students will utilize a graphic organizer to understand the elements of plot. (see link) Character Mobile. Students will create character mobiles as book reports. They will identify the main character, illustrate him/her, list his/her physical characteristics and personality qualities, and give a written summary of his/her role in the story. 2. Folktales/Fairytales: Themes & Symbolism. Students in cooperative groups will use folktales/fairy tales to investigate universal themes, patterns, and symbols and apply these elements to other literature. 3. Original Cartoon. Students will design an original, digital cartoon that sequences the events of a particular chapter of the novel. (See link.) 4. Prefix Activity. Students will read a simple quirky story in order to understand the use of prefixes for "not" and "together." They will apply the prefixes to root words. They will use "Bill Klepper, Fat-Cat Wheeler-Dealer Billionaire" vocabulary worksheet *from 25 Wacky and Wonderful Stories that Boost Vocabulary* by Dan Greenberg (See link). 5. Novel vs. Movie Comparison. Students will compare a novel to a movie. After reading a novel (i.e. Freak the	**Plot Analysis** **Summative: Graphic Organizer** Students will graph the plot of the story with attention to conflict/inciting incident, rising action, climax, and falling action, and resolution. **Character Mobile** **Summative: Book Report** Students will analyze characters and create mobiles that will display the following information in a descriptive format: name, age, physical description, personality traits, and overall role in the story. **Folktales/Fairy Tales: Themes & Symbolism** **Diagnostic: Class Discussion** Based on a teacher's example, students in small groups will brainstorm and discuss universal themes, patterns, and symbols found in 3-4 folktales/fairy tales. **Sequence through an Original Cartoon** **Formative: Visual Arts Project** Students will design original cartoons via the Internet that display the sequence of events in a particular chapter or section of a novel. (See link in "Suggested Learning Experiences.")

Mighty), students will view the movie version and compare the two formats using technology. They will present both similarities and differences in a PowerPoint format within a collaborative group.

6. Extended Folktales. Students will read grade/age appropriate versions of folktales and compare them to the original or picture book versions. For example, students might read books such as Ella Enchanted by Gail Carson Levine or Just Ella by Margaret Peterson Haddix and compare it with the picture book Cinderella by James Marshall.

7. Mixed Genre. Students can explore graphic novels. In literature circles, they can focus discussion on the interaction between the illustrations and the text as well as the way the author uses his or her understanding of this particular genre to serve as the foundation for this interaction.

Digital Cartoons

Plot Graph Worksheet

"Bill Klepper..." Vocabulary Worksheet

Prefix Activity
Formative: Reading Task
Students read "Bill Klepper, Fat-Cat Wheeler Dealer Billionaire" worksheet in order to understand prefixes for "not" and "together." Students then apply that knowledge to root words to form new words. Using the new vocabulary words from this activity, they will write a letter to Mr. Klepper telling what they think of his scheme.

Novel vs. Movie Comparison
Summative: Comparative Study
After reading a novel such as *Freak the Mighty*, students in cooperative groups will compare the book to its movie version. Students will organize both similarities and differences in a PowerPoint presentation using three slides: title slide, slide of similarities, and slide of differences, including graphics. Students will present and explain to the class.

Resources (Suggested)	Catholic Identity

1. iPad Resources
2. Literature Connection
Best-Ever Vocabulary & Word Study Games (Grades 4-8) by Lorraine Hopping Egan
Freak the Mighty by Rodman Philbrick (paperback & DVD)
The Cay by Theodore Taylor
The Egypt Game by Zilpha Keatley Snyder
Roll of Thunder, Hear My Cry by Mildred D. Taylor
The Watsons Go to Birmingham by Christopher Paul Curtis
The Westing Game by Ellen Raskin
25 Wacky and Wonderful Stories that Boost Vocabulary by Dan Greenberg
From the Common Core Standards-suggested books:
Grades 6-8 Text Exemplars: Stories
Little Women by Louisa May Alcott
The Adventures of Tom Sawyer by Mark Twain
A Wrinkle in Time by Madeleine L'Engle
The Dark Is Rising by Susan Cooper
Dragonwings by Laurence Yep
The Tale of the Mandarin Ducks by Katherine Paterson
"Eleven" by Sandra Cisneros
Black Ships Before Troy: The Story of the Iliad by Rosemary Sutcliff
3. Internet Resources

Character Analysis

Literature-based Webquests

Themes

Literature Circles

Social Justice Teachings
❖ Rights and Responsibilities
❖ Care for God's Creation

Rights of Children
❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

[Caldecott Medal Winners](#)

[Newbery Medal Winners](#)

[Suggested Book Titles from the Common Core Standards](#)

[Online Stories](#)

Reading Literature: Drama

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual
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- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing
Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Speaking & Listening
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a. 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.
- L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience,

auditory, audible).
- L.6.4c. 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.
- L.6.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions
1. How is drama different from other genres?
2. Why should I read or view plays?
3. In what ways can I personally interpret a character through reading, watching or acting?
4. In what ways does drama imitate life?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Textual evidence 2. Inferences 3. Central ideas/themes 4. Development/interaction of individuals, events, ideas 5. Elements of drama 6. Meaning of unknown words or phrases 7. Point of view 8. Context clues 9. Reference materials 10. Word relationships 11. Figures of speech	1. Discern and cite evidence from the text to draw and support assertions. 2. Draw conclusions from inferences. 3. Identify theme and analyze its relation to various aspects of the play. 4. Connect the impact of specific words on meaning and tone through the use of analogies or other means. 5. Determine or clarify the meaning of unknown ad multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. 6. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.). 7. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. 8. Analyze the impact of a specific word choice on meaning and tone. 9. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 10. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 11. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they

	perceive when they listen or watch.
	12. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	13. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	14. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Common Core Vocabulary	Additional Vocabulary
1. Drama 2. Actor 3. Role 4. Script 5. Line 6. Monologue 7. Dialogue 8. Stage directions 9. Act 10. Scene	

Learning Experiences (Suggested)	Assessment (Suggested)
1. Drama Map. Students will create drama maps (setting, character, conflict, resolution) online. (See link.) 2. Role Play. In a small group, students will select an important scene from an act and portray it to the class. 3. Character Monologue. Students will compose a monologue expressing their interpretation of a character's thoughts and/or feelings during a particular scene. The students can then perform the monologues for the class. 4. Readers' Theatre. In a group, students will select a Readers' Theater script and perform it for the entire class. (See link.) 5. Graphic Organizer. Students will use a comparison matrix organizer like a T-Chart to compare and contrast one or more elements of two plays. Students should use specific details to identify or illustrate literary elements such as central messages, lesson, or morals. Graphic organizing software is a useful tool for this activity. 6. Circle Board. After the teacher takes a significant word from a play and puts it in a circle on the board, students will come up to the board and draw off of that word different images, emotions, or feelings (connotations) as well as definitions (denotations). The class then will discuss how the word fits the author's purpose of the scene. This activity will show students the variety of words available and how word choice is deliberative. The activity can be repeated with a different word. 🌐 [Drama Map](#) 🌐 [Readers' Theater Editions](#)	**Drama Map** **Summative: Technology Project** Using an online graphic organizer, students will map the different aspects of the play: setting, character, conflict, and resolution. **Role Play** **Formative: Dramatization** In a small group, students will select an important scene from the play and role play. **Character Monologue** **Formative: Writing Assignment** Students will compose monologues based on their interpretations of how a particular character thinks and what he/she feels during a particular scene. **Readers' Theater** **Formative: Dramatization** In a group, students select a Readers' Theater edition from Aaron Shepard's website or another source. Students work cooperatively to delegate responsibilities, develop character qualities, rehearse, and perform.

Resources (Suggested)	Catholic Identity

1. iPad Resources
2. Literature Connections
   Sorry, Wrong Number by Louise Fletcher
   The Diary of Anne Frank: A Play by Frances and Albert Goodrich
   Ten-Minute Plays for Middle School Performers: Plays for a Variety of Cast Sizes by Rebecca Young
   More Ten-Minute Plays for Middle School Performers: Plays for a Variety of Cast Sizes by Rebecca Young and Ashley Gritton
   Stagings: Short Scripts for Middle and High School Students by Joan Garner
   More Short Scenes and Monologues for Middle School Students: Inspired by Literature, Social Studies, and Real Life by Mary Hall Surface
   10 Holiday Plays for 4th, 5th and 6th Graders by Gregory C. Young
   Read-Aloud Plays: The Iliad, the Odyssey, the Aeneid: Three Classics Adapted Into Engaging Plays--Plus Background and Activities--Just for Middle Schoolers by Gwen Bowers
   A Gilgamesh Play For Teen Readers: A Tale of the First Myth & Legend of Ancient Mesopotamia for Middle & High Schoolers by Jerry Parks
3. Internet Resources
   [Drama Lessons](#)
   [Drama Ideas](#)

Social Justice Teachings
❖ Rights and Responsibilities
❖ Care for God's Creation

Rights of Children
❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Reading Literature: Poetry

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Writing
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Speaking & Listening
Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 6, Language
Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a. 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.
- L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L.6.4c. 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.
- L.6.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions

1. How are literary devices utilized in poetry?
2. Why should I read poetry?
3. In what ways do imagery, sound devices, and symbolism affect poetry?
4. What is the message the author is sending to me?
5. In what ways does poetry connect to life?
6. Why should I read poetry?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Textual evidence 2. Inferences 3. Central ideas/themes 4. Development/interaction of individuals, events, ideas 5. Meaning of unknown words or phrases 6. Verse 7. Stanza 8. Structure of text 9. Point of view 10. Diverse formats of media 11. Context clues 12. Reference materials 13. Word relationships 14. Figures of speech	1. Discern and cite evidence from the poem to draw and support assertions. 2. Draw conclusions from inferences. 3. Identify theme and analyze its relation to various aspects of the poem. 4. Analyze how the poetry's progression portrays actions, reveals character traits, and moves the poem forward. 5. Explain the structure of a poem, specifically how the verses and stanzas relate to each other as a whole and the development of ideas. 6. Analyze and assess how different points of view shape the content of the poem; compare and contrast two authors' poems on a similar topic/issue. 7. Integrate, evaluate and compare diverse formats in media. 8. Analyze information presented by media. 9. Utilize digital media to enhance presentation. 10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. 11. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech,

	12. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Common Core Vocabulary	Additional Vocabulary
1. Poetry 2. Verse 3. Stanza 4. Central idea 5. Theme 6. Purpose 7. Mood 8. Form 9. Point of view 10. Rhyme 11. Simile 12. Metaphor 13. Personification 14. Hyperbole 15. Alliteration 16. Onomatopoeia	1. Free verse

Learning Experiences (Suggested)	Assessment (Suggested)
1. Elements of Poetry. With a partner, students will analyze free verse poetry for its central ideas, purpose, and moods. They will then compose a poem in free verse style, which concentrates on the four elements of poetry: central idea, purpose, form, and mood. 2. Writing. Students will select a favorite noun and develop a concrete (picture) poem. The words/verses align according to the actual shape of the figure. 3. Comparison of Two Poems. Students will compare and contrast two poems on the same topic by different authors. They will use a Venn diagram to organize three similarities and three differences between the two. After completing the diagram, they will discuss their findings in a small group. 4. Foldables. Create a "foldable" about figurative language in preparation for creating their own figures of speech dictionary. (See link.) 5. Circle Board. After the teacher takes a significant word from a play and puts it in a circle on the board, students will come up to the board and draw off of that word different images, emotions, or feelings (connotations) as well as definitions (denotations). The class then will discuss how the word fits the author's purpose of the scene. This activity will show students the variety of words available and how word choice is deliberative. The activity can be repeated with a different word. 6. Close Reading. Students will receive a printed copy of a small selection of a complex poem. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss	**Elements of Poetry** **Summative: Written Assessment** Students will compose a poem in a free verse style, which concentrates on the four elements of poetry: central idea, purpose, form, and mood. **Anthology of Poetry** **Summative: Written Assessment** Students create a written anthology of poetry: five original poems (one concrete, one haiku, one acrostic, one diamond, one limerick). Poems will be word processed and enhanced with computer graphics and compiled into a book with an appropriately designed cover. **Comparison of Two Poems** **Formative: Graphic Organizer** Students will compare and contrast two poems on the same topic by different authors. They will use a Venn diagram to organize three similarities and three differences between the two. After completing the diagram, they will discuss their findings in a small group. **Figures of Speech Original Dictionary** **Summative: Written Assessment** After studying figures of speech, students will create Figures of Speech booklets. Utilizing technology, students will design a book cover and pages for each term learned (i.e. simile, metaphor, personification, etc.). For each term, they will define and give three examples/usage, and an illustration or graphic.

the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the main idea of the selection and details that contribute to that main idea.

Figures of Speech by SmartEd

Foldables

Close Reading of a Literary Text

Resources (Suggested)	Catholic Identity
1. iPad Resources 2. Literature Connections Common Core Standards: Suggested Poetry "Paul Revere's Ride" by Henry Wadsworth Longfellow "O Captain! My Captain!" by Walt Whitman "Jabberwocky" Lewis Carroll "Twelfth Song of Thunder" Navajo tradition "The Railway Train" by Emily Dickinson "The Song of Wandering Aengus" by William Butler Yeats "The Road Not Taken" by Robert Frost "Chicago" by Carl Sandburg "I, Too, Sing America" by Langston Hughes "The Book of Questions" by Pablo Neruda "Oranges" by Gary Soto "A Poem for My Librarian, Mrs. Long" by Nikki Giovanni 3. Internet Resources Four Elements of Poetry Poetry Resource Kinds of Poetry Concrete Poetry	**Social Justice Teachings** ❖ Rights and Responsibilities ❖ Care for God's Creation **Rights of Children** ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Parent Guide
Grade Six Reading Curriculum
Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Six.
As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Literature	
Key Ideas and Details	
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Informational Text	
Key Ideas and Details	
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Writing

Production and Distribution of Writing	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Research to Build and Present Knowledge	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Language

Conventions of Standard English	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	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.
	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).
	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.
	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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READING CURRICULUM
GRADE SIX
DIOCESE OF CLEVELAND

Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
	Capacities of the Literate Individual
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
	Reading: Literature
	Key Ideas and Details
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	Craft and Structure
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	Explain how an author develops the point of view of the narrator or speaker in a text.
	Integration of Knowledge and Ideas
	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	Range of Reading and Level of Text Complexity
	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Reading: Informational Text
	Key Ideas and Details
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Date Taught	
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Speaking and Listening	
Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and para-phrasing.
	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Writing	
Production and Distribution of Writing	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Research to Build and Present Knowledge	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
Language	
Conventions of Standard English	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Date Taught	
Vocabulary Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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