

GRADE 6 LANGUAGE ARTS

LITERATURE

The purpose of the sixth grade Literature program is to guide the students to better understand and appreciate novels, short stories, poetry, mythology, and authors.

Literature/Reading:

Understanding a Text and Making Connections

Students will:

- identify the basic facts and main ideas in a text and use them as the basis for interpretation.
- identify and analyze sensory details and figurative language.
- identify and analyze the author's use of dialogue and description.
- recognize organizational structures (chronological order, logical order, cause and effect, classification schemes).
- identify and analyze main ideas, supporting details.
- determine the meaning of unfamiliar words using definition or example context clues.
- identify basic facts and main ideas in a text and use them as them as the basis for interpretation.
- use knowledge of genre and characteristics to analyze text.
- interpret mood and tone, and give supporting evidence in a text.
- interpret a character's traits, emotions, or motivation and give supporting evidence from a text.
- recognize structures and use of arguments for and against an issue.
- identify evidence used to support an argument.
- deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
- relate a literary work to information about its setting.
- relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

Genre

Students will:

- identify, analyze, and apply knowledge of the characteristics of different genres.
- identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature).
- identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.

Theme

Students will:

- identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
- apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.
- analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.

Style and Language

Students will:

- identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
- identify and analyze the elements of setting, characterization, and plot (including conflict).
- identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
- identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).
- identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).
- identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).
- identify and analyze main ideas, supporting ideas, and supporting details.
- identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).
- identify and use knowledge of common graphic features (charts, maps, diagrams).
- identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).
- recognize use of arguments for and against an issue.
- identify evidence used to support an argument.
- distinguish between the concepts of theme in a literary work and author's purpose in an expository text.
- identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.
- respond to and analyze the effects of sound, figurative language and graphics in order to uncover meaning in poetry: sound (alliteration, onomatopoeia, rhyme scheme); figurative language (personification, metaphor, simile, hyperbole); and graphics (capital letters, line length).

- respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry: sound, figurative language and graphics.
- identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.
- identify imagery, figurative language, rhythm, or flow when responding to literature.
- identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.
- identify and analyze imagery and figurative language.
- identify and analyze how an author's use of words creates tone and mood.
- identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.
- compare traditional literature from different cultures.
- identify common structures (magic helper, refrain, rule of three, transformation) and stylistic elements (hyperbole, refrain, simile) in traditional literature.
- identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers).
- identify and analyze similarities and difference in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).
- analyze the characters, structure, and themes of classical Greek drama and epic poetry.
- identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
- identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, and perform.
- identify and analyze the similarities and differences between a narrative text and its film or play version.
- identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed: setting plot and characterization.
- identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.
- plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
- develop characters through the use of basic action skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before performing.
- develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their composition or research projects before presenting them to varied audiences
- use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.

Speaking/Listening:

Students will:

- present a report/written assignment orally.
- participate/share in classroom/group discussions.
- discuss their thoughts and views of a book or books.

Writing:

Students will:

- write with a clear focus, coherent organization, and sufficient detail.
- write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).
- write brief research reports with clear focus and supporting detail.
- write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.
- write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
- write for different audiences and purposes.
- make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.
- revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.
- improve word choice by using dictionaries of thesauruses.
- use I knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations).
- decide on the placement of descriptive details about setting, characters, and events in stories.
- group related ideas and place them in logical order when writing summaries or reports.
- organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.
- organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.

Materials:

- Secret of the Andes
- Julius Caesar
- A Tale of Two Cities
- Oliver Twist
- Lyddie
- Mythology Unit
- Poetry Unit
- Autobiography/Biography book report
- Any genre (grade level) book reports

Instruction:

- Book Reports
- Creative Writing
- Open ended questions
- Readers theater
- Literature Circles

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