

**Fair Lawn Public Schools**  
**Fair Lawn, NJ**

**Literature Connections**  
**Grade 6**

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## **I. Course Synopsis**

The 6<sup>th</sup> Grade Literature Connections Curriculum creates the foundation for students' growth and development within the areas of reading, writing, speaking, listening, and language acquisition. The three themes of Change, Choice, and Conflict serve as the guiding principles of the course. Essential questions and Common Core State Standards drive instruction within each unit and provide a purpose for learning.

Grammar, speaking, and NJASK preparation are infused into the curriculum and targeted throughout.

## **II. Philosophy & Rationale**

The purpose of the 6<sup>th</sup> Grade Literature Connections Curriculum is to encourage students to find the link between literature and their lives. An integral objective of the course is to promote and foster independent readers and thinkers who can recognize and relate to themes and symbols that are woven throughout a piece of literature or unit of study. Students will learn to apply higher order thinking skills to respond to issues rooted in the text. An important component of the course is the continual written and spoken expression of their responses. Students will write formally and creatively, exhibiting standard mechanics of grammar.

## **III. Scope & Sequence**

### **Unit 1: CHANGE** <10 Weeks>

Topic 1: Process Reading Skills and Strategies

Topic 2: Elements of a Story

Topic 3: Responding to Text and the OEQ (open-ended question)

Topic 4: Expository (How-To) Writing

### **Unit 2: CHOICE** <10 Weeks>

Topic 1: Analyzing Historical Perspectives

Topic 2: Research Tools and Techniques

Topic 3: Explanatory Writing (personal/situational)

### **Unit 3: CONFLICT: INTERNAL CHALLENGES** <10 Weeks>

Topic 1: The Influence of Media and Propaganda

Topic 2: Compare and Contrast Fiction and Nonfiction

Topic 3: Explanatory Writing (quote)

**Unit 4: CONFLICT: EXTERNAL CHALLENGES**

<10 Weeks>

Topic 1: Exploring Social Issues

Topic 2: Understanding Different Perspectives

Topic 3: Compare/ Contrast Writing

**IV. Unit Descriptions**

**Unit 1: CHANGE**

**Enduring Understanding**

1. How does our environment change our perspective?
2. How do our experiences help us to deal with doubt and face fear?

**Essential Questions**

1. How do personal experiences shape and change one's point of view?
2. What impacts the development of a person's character?
3. How can people see the same events so differently?

**Learning Objectives and New Jersey Core Curriculum Content Standards**

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

**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.

**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.

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

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

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

**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.

**RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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

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

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

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.

**W.6.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**W.6.10.** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**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. Use context clues as a clue to the meaning of words or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. Consult reference materials, 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.

### **Literature Selections:**

Novel Studies:

1. *The Talking Earth* by Jean Craighead George

## 2. Independent Reading Selection

### Short Stories:

1. *Woodsong* by Gary Paulsen
2. *A Life in the Day of Gary Paulsen*
3. *Ta-Na-E-Ka* by Mary Whitebird

### Nonfiction Articles:

1. *Hurricane and Typhoon* by Richard Anthes  
<http://www.scholastic.com/teacher/article/hurricane-and-typhoon>
2. *In the Wake of Irene* by Joe Levit  
<http://www.timeforkids.com/news/wake-irene/12231>
3. *Jean Craighead George* (bio)  
<http://www.scholastic.com/teachers/contributor/jean-craighead-george>
4. *Pythons Attack the Everglades* by Stephanie Kraus  
<http://www.timeforkids.com/news/pythons-attack-everglades/28101>
5. *When the Earth Split Open: The Midwestern Earthquakes of 1811-1812*  
(handout)

### Videos:

A Florida Everglades Slideshow

<http://www.timeforkids.com/photos-video/slideshow/everglades/22386>

### **Word Study:**

Identifying Word Meaning through Context pp. R68-69, R71, R72, R96

### **Writing Process:**

1. Introducing the OEQ (Open-ended Question) pp. R33-34, R98, R97-99, R110  
NJ 4 Point Scoring Rubric
2. Informational Writing  
Writing Workshop: “How-To”Explanation pp. 780-789  
Speaking and Listening Workshop: Giving and Following oral instructions pp.  
790-792
3. Conducting Research (Viewing and judging websites, gathering material, and  
Identifying sources) Writing Workshop: Research Paper pp. 1028-1042

### **Common Assessments:**

1. *Pre-assessment (Informational-“How-To”)*

*Use sequential order to teach a specific skill. Provide specific details and a step-by-step description of the process.*

2. ***Post Assessment (Informational-“How-To”)***

*Use sequential order to teach a specific skill. Provide specific details and a step-by-step description of the process.*

**Unit 2: CHOICE**

**Enduring Understanding**

1. What is courage?
2. How do we make the right choices despite difficult circumstances?

**Essential Questions**

1. What are the challenges of honoring the past while living in the present?
2. How does environment and experience affect beliefs and behavior?
3. How can loyalty create internal conflict?

**Learning Objectives and New Jersey Core Curriculum Content Standards**

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

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

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

**RL.6.9.** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

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

**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.

**RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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

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

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

**RI.6.7.** Integrate information presented in different media formats as well as in words to develop a coherent understanding of a topic or issue.

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.

**W.6.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.10.** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**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. Use context clues as a clue to the meaning of words or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. Consult reference materials, 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.

### **Literature Selections:**

Novel Study:

1. *Sing Down the Moon* by Scott O'Dell
2. Independent Reading Selection

Short Stories:

1. *The Bracelet* by Yoshiko Uchida
2. *The Red Guards* by Ji-li Jiang

Nonfiction Articles:

1. *Bosque Redondo: Destination of the Long Walk* by Phyllis Eileen Banks.  
[http://southernnewmexico.com/Articles/Southeast/De\\_Baca/FortSumner/BosqueRedondo-destination.html](http://southernnewmexico.com/Articles/Southeast/De_Baca/FortSumner/BosqueRedondo-destination.html)
2. *A Message to Congress on Indian Policy* (retrieved from Holt McDougal cd)  
*Reservation Child's Wish: Fresh Water, Bubble Gum and a Backpack* by Elissa Stohler  
<http://news.yahoo.com/reservation-childs-wish-fresh-water-bubble-gum-backpack-161715245.html>
3. *The School at the Edge of the Earth: The True Story of Indian Boarding Schools* by Lauren Tarshis (handout)

Videos:

The Long Walk

<http://www.youtube.com/watch?v=F0hGIPvXXKs&feature=related>

**Word Study:**

Identifying Word Meaning through Context pp. R68-69, R71, R72, R96

**Writing Process:**

1. Continuing to develop responses for the OEQ (Open-ended Question) pp. R33-34, R98, R97-99, R110  
NJ 4 Point Scoring Rubric
2. Interpreting and Responding to Explanatory Prompts (Personal) pp. R39-40, R28, R34, R102  
NJ Holistic Scoring Rubric
3. Conducting Research (Viewing and judging websites, gathering material, and Identifying sources) Writing Workshop: Research Paper pp. 1028-1042

**Common Assessments:**

1. *Pre-assessment (Explanatory-Personal)*  
Describe a situation where the environment posed a challenge to you or to someone you know. Explain how you (or the person you know) responded to the situation.
2. *Post Assessment (Explanatory-Personal)*



Nature is a powerful force. Describe a situation where nature showed her power. Explain how you (or someone you know) overcame the challenges Mother Nature presented. What did this experience teach you about yourself and Mother Nature?

### **Unit 3: CONFLICT: INTERNAL CHALLENGES**

#### **Enduring Understanding**

1. What is conflict?
2. How does conflict reveal character?

#### **Essential Questions**

1. How do we make difficult choices in circumstances we cannot control?
2. How do challenges test our strength?
3. What determines how much we are willing to risk and sacrifice for what we believe?

#### **Learning Objectives and New Jersey Core Curriculum Content Standards**

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

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

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

**RL.6.9.** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

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

**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.

**RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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

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

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

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**W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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### **Literature Selections:**

Novel Studies:

1. *Among the Hidden* by Margaret Peterson Haddix
2. *Among the Imposters* by Margaret Peterson Haddix
3. Independent Reading Selection

Nonfiction Articles:

1. *China Starts to Give Girls Their Due* by Jim Yardley  
<http://www.scholastic.com/teachers/article/china-starts-give-girls-their-due>
2. *Forms of Government*  
<http://www.scholastic.com/teachers/article/forms-government>

### **Word Study:**

Identifying Word Meaning through Context pp. R68-69, R71, R72, R96

### **Writing Process:**

1. Continuing to develop responses for the OEQ (Open-ended Question) pp. R33-34, R98, R97-99, R110  
NJ 4 Point Scoring Rubric

2. Interpreting and Responding to Explanatory Prompts (Quotation Analysis)  
pp. R39-40  
NJ Holistic Scoring Rubric
3. Conducting Research (Viewing and judging websites, gathering material, and Identifying sources) Writing Workshop: Research Paper pp. 1028-1042

### **Common Assessments:**

#### 1. *Pre-assessment (Explanatory-Quotation Analysis)*

Choose one of the following quotes to analyze:

- “There are always two choices, two paths to take. One is easy and its only reward is that it’s easy.” ~unknown
- “Life is change. Growth is optional. Choose wisely.” ~unknown
- “Your attitude determines your altitude.” ~ unknown

Explain the quote and its meaning. Describe how this quote relates to your life.

#### 2. *Post Assessment (Explanatory-Quotation Analysis)*

Analyze the following quote:

“The whole is greater than the sum of its parts.”

Explain the quote and its meaning. Decide whether you agree or disagree with this quote. Explain your decision.

## **Unit 4: CONFLICT: EXTERNAL CHALLENGES**

### **Enduring Understanding**

1. How are trust, time, and truth important parts of forming relationships?
2. Why are trust, time, and truth important parts of forming relationships?
3. How do the external challenges of war cause internal conflict for its victims?

### **Essential Questions**

1. What if your whole world changed?
2. What are you willing to fight for?
3. How do experiences/challenges bring people together?

### **Learning Objectives and New Jersey Core Curriculum Content Standards**

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

**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.

**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.

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

**RL.6.7.** Compare and contrast 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.

**RL.6.9.** Compare and contrast texts in different forms in terms of their approaches to similar themes and topics.

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

**RI.6.4** Determine 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.

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

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

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.

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### **Literature Selections:**

Novel Studies:

1. *Flipped* by Wendlin Van Draanen
2. *Shades of Gray* by Carolyn Reeder
3. *Summer of the Swans* by Betsy Byars
4. Independent Reading Selection

Short Stories:

*The Mysterious Mr. Lincoln* by Russell Freedman

Nonfiction Articles:

1. *Disabled People*  
<http://www.scholastic.com/teachers/article/disabled-people>
2. *Wendlin VanDraanen* (bio)  
<http://www.scholastic.com/teachers/contributor/wendlin-van-draanen>

Picture Books:

1. *Hold the Flag High* by Catherine Clinton
2. *Pink and Say* by Patricia Polacco
3. *Li'l Dan, the Drummer Boy: A Civil War Story* by Romare Bearden
4. *The Blue and the Gray* by Eve Bunting and Ned Bittinger

Videos:

*Flipped* (film)

### **Word Study:**

Identifying Word Meaning through Context pp. R68-69, R71, R72, R96

### **Writing Process:**

1. Continuing to develop responses for the OEQ (Open-ended Question) pp. R33-34, R98, R97-99, R110  
NJ 4 Point Scoring Rubric
2. Compare and Contrast Writing  
Writing Workshop: Comparison-Contrast Essay pp. 296-305
3. Conducting Research (Viewing and judging websites, gathering material, and Identifying sources) Writing Workshop: Research Paper pp. 1028-1042

**Common Assessments:**

1. *Pre-assessment (Informational-Compare/Contrast Essay)*
  - a. Choose two characters from \_\_\_\_\_. Compare and contrast how each character handled his/her conflict. Explain how the circumstances of each situation influenced each character's reaction.
  - b. Choose one character from \_\_\_\_\_. Describe the character and the conflict he/she faced. Compare and contrast how you would have handled the same conflict. Explain how the circumstances of the conflict influenced your choice and the character's choices.
  
3. *Post Assessment (Informational- Compare/Contrast Essay)*
  - a. Read \_\_\_\_\_ and \_\_\_\_\_. Compare and contrast the points of view of each article. Explain how each article develops its perspective.
  - b. Read \_\_\_\_\_. Describe the character and the conflict he/she faced. Compare and contrast how you would have handled the same conflict. Explain how the circumstances of the conflict influenced your choice and the character's choices.

**V. Course Materials**

Allen, J., Applebee, A.N., Burke, J., Carnine, D., Jackson, Y., Jago, C., et al. (2012). *Holt McDougal literature grade 6*. Orlando, FL: Houghton Mifflin Harcourt.

Anderson, R., Brinnin, J.M., Bruchac, J., Irvin, J.L., Leggett, J., & Probst, R. (1997). *Elements of literature introductory course*. Austin, TX: Holt, Rinehart and Winston.

Haddix, M. P. (1998). *Among the Hidden*. New York, NY: Simon & Schuster.

Haddix, M. P. (2001). *Among the Imposters*. New York, NY: Simon & Schuster.

O'Dell, S. (1970). *Sing Down the Moon*. New York, NY: Houghton Mifflin  
Harcourt.

Pikulski, J.J., Cooper, J.D., Durr, W.K., Au, K.H., Greenlaw, M.J., Lipson, M.Y.,  
et al. (1991). *Beyond the reef*. Boston, MA: Houghton Mifflin.

Reeder, C. (1998). *Shades of Gray*. New York, NY: Simon & Schuster.

Van Draanen, W. (2001). *Flipped*. New York, NY: Scholastic.

## **VI. Assessments**

Tests and Quizzes

Open-Ended Questions

NJASK Preparation

Baseline Reading and Writing

Timed Reading and Writing

Projects and Activities

Process Writing

Reader's Response Logs