



Diocese of Greensburg Curriculum Literature Grade 6

Unit	Standards	Content	Skills
<p>Genres</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Reading: Literature</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<ul style="list-style-type: none"> • Genre <ul style="list-style-type: none"> ○ Fiction <ul style="list-style-type: none"> ▪ Historical Fiction ▪ Realistic Fiction ▪ Science Fiction ○ Narrative ○ Poetry ○ Drama/Plays ○ Folklore/Myths/Legends/Tall Tales ○ Fantasy ○ Mystery ○ Non-Fiction <ul style="list-style-type: none"> ▪ Informational ▪ Speeches ▪ Autobiography/Biography/Memoirs ▪ Magazine/Newspaper Articles ▪ Online Sources 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the main literary genres and the characteristics of each genre. • Analyze the features of a text and classify it according to genre. • Compare and contrast the approach to similar themes in different genres. • Read and comprehend text from various genres. • Highlight Gospel values and other elements of Catholic identity in various genres.

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	<p>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.</p> <p>Reading: Informational Text 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.</p> <p>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).</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p>Story Elements</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Reading: Literature</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Character (antagonist & protagonist) • Setting (including time & place) • Plot (exposition, rising action, climax, falling action, resolution) <p>Conflict</p> <ul style="list-style-type: none"> • Character vs. Character • Character vs. Society • Character vs. Self • Character vs. Nature • Character vs. Supernatural/Fate • Character vs. Technology 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the elements of a story. • Differentiate between main and supporting characters in a story. • Identify antagonist & protagonist. • Identify character traits. • Analyze character development. • Cite textual examples of direct and indirect characterization. • Summarize a story's plot. • Identify the elements of plot (exposition, rising action, climax, falling action, resolution). • Analyze plot development in a text. • Identify elements of setting development. • Cite textual evidence related to story elements. • Analyze how setting shapes plot and characters. • Develop conflict in a sequential order. • Discuss a character's actions and choices in light of Catholic moral values. • Make comparisons to figures from the Bible.

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<p>Literary Elements</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Reading: Literature 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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</p>	<ul style="list-style-type: none"> • Figurative Language <ul style="list-style-type: none"> ○ Similes ○ Metaphors ○ Personification ○ Onomatopoeia ○ Hyperbole ○ Alliteration ○ Assonance ○ Idioms • Irony • Flashback • Foreshadowing • Symbolism 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify, cite, illustrate, and interpret figurative language from published and student generated works. • Differentiate between literal and figurative meaning. • Identify irony, flashbacks, foreshadowing, and symbolism from published and student generated works. • Highlight Gospel values in discussion of literary text.

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	<p>proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Informational Text Craft and Structure</p> <p>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.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>Language</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5a. Interpret figures of speech (e.g., personification) in context.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p>Text Based Analytical Strategies</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>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.</p> <p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Central idea (main idea) • Inferences • Prediction • Summarizing • Generalizations • Fact & Opinion • Text Structure • Compare & Contrast • Cause & Effect • Sequence (Chronological Order) • Problem & Solution • Drawing Conclusions • Text connections <ul style="list-style-type: none"> ○ Self to text ○ Text to text ○ Text to world 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the main idea of the text. • Cite specific details within the text that support the main idea or central theme of the text. • Distinguish between explicit clues and inferences drawn from the text. • Formulate valid inferences and make predictions based on information presented in the text and background knowledge. • Distinguish between essential and nonessential information in the text. • Provide a summary of the text. • Identify key ideas and supporting details (text evidence). • Develop generalizations from details presented in the text. • Recognize words that signal generalizations, such as: all, every, none, and always. • Distinguish between valid and faulty generalizations. • Detect bias and assumption. • Distinguish between facts & opinion.

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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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</p>		<ul style="list-style-type: none"> • Find details that support facts & opinions presented in the text. • Recognize the various patterns authors use to organize text (i.e., sequence, cause and effect, compare and contrast, problem & solution, description). • Determine the structure of a given text. • Arrange events in proper order on a timeline. • Determine the order in which events presented in a text occur. • Locate cause-and effect relationships within the text. • Identify the reason or reasons the author gives for why something happened (causes) or the effects of something. • Identify the differences and similarities that an author presents within the text. • Identify words that signal sequence within the text. • Organize the steps in a process in the order in which they occur. • Identify the problem or dilemma presented in the text. • Identify the solution to the problem proposed in the text. • Make connections with text to self, text, and world.

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	<p>proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>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.</p> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		<ul style="list-style-type: none"> Apply reading strategies to Biblical passages.

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	<p>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.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Theme</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Reading: Literature 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> • Theme • Central idea (main idea) <ul style="list-style-type: none"> ○ Supporting details • Author's purpose <ul style="list-style-type: none"> ○ To inform ○ To entertain ○ To persuade • Audience • Mood • Point of view/Perspective <ul style="list-style-type: none"> ○ 1st person ○ 3rd person ○ Limited ○ Objective ○ Omniscient 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the various points of view used in writing. • Describe how perspective changes depending on a point of view. • Determine the narrator's point of view in fiction and non-fictional text. • Distinguish between purposes for writing. • Identify the author's purpose and intended audience. • Identify the central idea (main idea) of the text.

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	<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>Reading: Informational Text</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>		<ul style="list-style-type: none"> • Determine the theme. • Cite specific details within the text that support the main idea or central theme of text. • Cite evidence from the text that suggests mood. • Analyze how setting shapes plot, mood, and characters. • Determine the purpose or main idea of Biblical stories.

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	<p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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.</p> <p>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).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Vocabulary</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Reading: Literature 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.</p>	<ul style="list-style-type: none"> • Context clues • Multiple meaning words • Connotation vs. Denotation • Root words • Suffixes and prefixes • Synonyms • Antonyms • Syllabication • Greek & Latin affixes • Homophones 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Use a variety of strategies to analyze and decode unfamiliar words. • Utilize context clues to derive word meaning. • Use etymology to determine meaning of unfamiliar words.

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	<p>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.</p> <p>Reading: Informational Text 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.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Language 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.</p> <p>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.</p> <p>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.</p> <p>L.6.4b. Use common, grade-appropriate Greek or Latin affixes and</p>	<ul style="list-style-type: none"> • Homographs • Analogies 	<ul style="list-style-type: none"> • Identify and use root words, suffixes, & prefixes to define new words. • Determine the meaning of a word or phrase using context clues. • Use words in correct context. • Recognize and employ vocabulary based on intent. • Recognize synonyms and antonyms. • Determine the correct pronunciation of words. • Present the syllabication of words. • Distinguish between denotation and connotation of words as they are used within a text. • Being able to identify the relationship of different analogies. • Use strategies to determine word meaning in Biblical stories.

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	<p>roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic</p>		

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	<p>and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Language Progressive Skills</p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

