



Park Hill School District

Building Successful Futures • Each Student • Every Day

Summer School 6th Grade Reading Curriculum

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5 Weeks	Signposts, Literary Genres, Story Elements, and Figurative Language	Topic 1: Signposts, Literary Genres, Story Elements in Literature, and Figurative Language

Summer School Unit: Signposts, Literary Genres, Story Elements in Literature, and Figurative Language

Subject: Reading

Grade: 6th

Name of Unit: Literary Genres, Story Elements in Literature, and Figurative Language

Length of Unit: Five Weeks of Instruction

Overview of Unit: In this unit, students will read, comprehend, and analyze a variety of literary genres; analyze literary elements in short stories such as figurative language, plot elements, and characterization.

Standards Addressed

Priority:

- RL1B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- RL2D - Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL3D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:

- RL1A - Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
meaning of words	determine	understand	3
meaning of phrases	determine	understand	3
figurative meanings using context	determine	understand	3
connotative meaning using context	determine	understand	3
figurative meanings using affixes	determine	understand	3
connotative meaning using affixes	determine	understand	3
figurative meanings using reference materials	determine	understand	3

connotative meaning using reference materials	determine	understand	3
texts plot unfolds in a series of episodes	Describe	understand	2
Character's response or change	Describe	evaluate	3
Read literature (including stories, dramas, and poems)	read	remember	1
Comprehend literature (including stories, dramas, and poems)	comprehend	understand	3
conclusions	draw	understand	2
infer	analyze	analyze	3
analysis of what the text says explicitly	analyze	analyze	3
infer	analyze	analyze	3
figurative meanings using context	determine	understand	3
connotative meaning using context	determine	understand	3

Essential Questions:

- What are Signposts?
- Why should a reader look for signposts in literature?
- What are literary genres?
- Why is it important to understand the purpose of literary genres?
- What do you think the author wanted the reader to understand?
- What do you infer the character is thinking?
- How do you infer the character feels?
- What words and/or phrases support your implicit inference?
- What explicit text evidence do you see that supports your inference and/or conclusion?
- What does the figurative language do for the reader?
- Why did the author use figurative language in this particular part of the story?
- How do authors develop the plot of the story or drama?
- Why do authors change characters in a story or drama?
- What are the five story elements?
- Why is it important to identify the turning point (climax) of the story?
- What big idea do you think the author thought was important and wanted us to consider?

Enduring Understanding/Big Ideas:

- Authors determine the genre of their story by using story elements and to make a connection with their readers.
- Authors use figurative language in stories to aid the reader in determining what is occurring in a written piece.
- Authors use a series of episodes of conflict, rising action, climax, falling action, and resolution to develop the plot of a story.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
cite analyze explicit implicit (implied) inference textual evidence	genre fiction historical fiction science fiction fantasy realistic fiction non-fiction autobiography biography drama poetry folklore fairy tale fable myth legend Tall tale story element main character subordinate character(s) setting plot exposition conflict (problem) rising action falling action resolution to the problem (climax) resolution (to the story) figurative language

	simile metaphor personification onomatopoeia alliteration hyperbole idiom inference (infer)
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All Resources needed for Unit: (include everything you would need for unit: supplies, books, manipulatives, etc.)

- **Supplies**
 - Composition Notebooks - 1 per student and teacher
 - Colored File Folder with Pockets and Brads - 1 per student and teacher
 - Anchor Chart Paper & markers - 1 set of each for teacher
 - Colored pencils - class set
 - Glue sticks - class set
 - Pencils - class set
 - Erasers - class set
 - Lined notebook paper - wide-rule - 5 packages per teacher
 - Sharpies - 12 black sharpies per teacher (medium tip point)
 - Construction paper - 2 packages per teacher
 - White 11x14 Paper
 - Post-It Notes (3x3) - 12 packages per teacher
 - Kleenex - 6 boxes per teacher
 - Antibacterial Wipes - 2 containers per teacher

- **Books (Mentor Texts):**
 - *Smoky Nights* by Eve Bunting - 4 copies per teacher
 - *The Art of Miss Chew* by Patricia Pollaco - 4 copies per teacher
 - *Rotten Richie and the Ultimate Dare* by Patricia Pollaco - 4 copies per teacher
 - *When Lightning Comes in a Jar* by Patricia Pollaco - 4 copies per teacher

Topic 1: Signposts, Literary Genres, Story Elements in Literature, and Figurative Language

Engaging Experience 1 (Days 1-5)

Title: Introduction to Summer School and Experience Books

Suggested Length of Time: 5 Blocks (Reader’s Workshops)

Standards Addressed

Priority:

- RL1B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- RL2D - Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL3D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:

- RL1A - Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: Students will learn classroom rules and evacuation procedures. Students will also participate in a “Getting to Know Each Other” game and icebreaker to help them make new friends. Students will set up their Reader’s Workshop notebook for Summer School and also learn how to use their Interactive Reader’s Notebook for class lessons, as well as Reader’s Workshop activities. Students will also set up their Schoology Blog to use as a resource for documenting and rating books they read. Understanding the different genres available and the most popular sixth grade books will set the path for Reader’s Workshop.

Bloom’s Levels: Remember, Understand, Apply, Analyze, Create

Webb’s DOK: 4

Engaging Experience 2 (Day 6 & Day 7)

Title: Fiction Signposts

Suggested Length of Time: 2 Blocks (Reader’s Workshops)

Standards Addressed

Priority:

- RL3D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:

- RL1A - Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RL1B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- RL2D - Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Detailed Description/Instructions: Students will learn the six different Signposts that readers can look for and respond to in their literature:

- Contrasts & Contradictions
- Words of the Wiser
- Aha! Moment
- Again and Again
- Memory Moment
- Tough Questions

During Reader’s Workshop, students will identify and analyze the Signposts they identify in their reading.

Bloom’s Levels: Remember, Understand, Apply, Analyze, Create

Webb’s DOK: 4

Engaging Experience 3 (Days 8-10)

Title: Literature Genres

Suggested Length of Time: 3 Blocks (Reader’s Workshops)

Standards Addressed

Priority:

- RL3D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:

- RL1A - Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL1B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- RL2D - Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Detailed Description/Instructions: Students will learn the different literary genres: fiction, historical fiction, science fiction, fantasy, realistic fiction, non-fiction, autobiography, biography, drama, poetry, folklore, fairy tale, fable, myth, legend, Tall Tale. During Reader’s Workshop, students will identify and analyze the genres to determine the components and purposes of the specific genres. Students will also be using their creativity to create a resource showing what

they know about literary genres. They will create a poster on construction paper, use a digital presentation such as Google Slides, create a mind map, or use any other creative idea they choose.

Bloom's Levels: Remember, Understand, Apply, Analyze, Create

Webb's DOK: 4

Engaging Experience 4 (Days 11-15)

Title: Figurative Language in Fictional Literature

Suggested Length of Time: 5 Blocks (Reader's Workshops)

Standards Addressed

Priority:

- RL1B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Supporting:

- RL1A - Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL2D - Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL3D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions: Students will learn figurative language: similes, metaphors, personification, hyperbole, alliteration, onomatopoeia, and idioms. During Reader's Workshop, students will identify and analyze the meaning of the figurative language and how using the figurative language helps the reader. Students will also create a project demonstrating their understanding of figurative language.

Bloom's Levels: Remember, Understand, Apply, Analyze, Create

Webb's DOK: 4

Engaging Experience 5 (Days 16-20)

Title: Literary Elements in Reader's Workshops

Suggested Length of Time: 5 Blocks (Reader's Workshops)

Standards Addressed

Priority:

- RL1B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- RL2D - Describe how a particular text plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Supporting:

- RL1A - Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL3D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions: Students will learn the story elements and how to identify each element in a fiction story. During Reader’s Workshop, students will take note of the different story elements in their individual reading. Students will also analyze how characters respond to change throughout a story’s plot stages.

Bloom’s Levels: Remember, Understand, Apply, Analyze, Create

Webb’s DOK: 4

Engaging Experience 6 (Days 21-25)

Title: Book Talks/Book Trailers

Suggested Length of Time: 5 Blocks (Reader’s Workshops)

Standards Addressed

Priority:

- RL3D - Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Detailed Description/Instructions: Students will have a variety of choices to share their love of reading. They will create and share a book talk or book trailer they create in class.

Bloom’s Levels: Remember, Understand, Apply, Analyze, Create

Webb’s DOK: 4

Engaging Scenario #1



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a booktalk or book trailer about any book they have read this summer or previously. The purpose of the booktalk or book trailer is to “sell” the book to their peers. This project may be created using markers and chart paper, digitally on their laptop using any available resources (videos, Animoto, PowToons, etc.), props to present a play, or a personal presentation that is spoken and/or using the whiteboard/smartboard.

Students should be encouraged to pique the interest of their peers about their book; however, remind them to not just give a summary of the book. The important parts of the book and the ending should not be given away in their booktalk or book trailer. Some ideas that may be offered is to consider reading a selection of the book during their presentation and leaving their peers with a cliffhanger.

Students should provide a glimpse of the setting, the characters, and/or the major conflict without providing the resolution to the story. Booktalks and book trailers should be limited to approximately three to five minutes. All students should have the opportunity to share their project with the class.

To give students examples, there are many videos on YouTube that show booktalks and book trailers. To begin this project, you may consider giving the students some time to collaborate with their peers and view some of the examples they find online.

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Lesson	Description	Suggested Length of Time
<p><u>Engaging Experience 1:</u> Introduction to Summer School and Experience Books</p>	<u>Days 1-5</u>	<ul style="list-style-type: none"> ● Students will learn classroom rules and evacuation procedures. ● Students will participate in a “Get to Know Each Other” game to help them make new friends. ● Students will learn Reader’s Workshop process for Summer School and also learn how to use their Interactive Reader’s Notebook for class lessons, as well as Reader’s Workshop activities. ● Students will learn about the most popular sixth grade books available to read. ● Students will create their Schoology Blog to document their reading by summarizing and rating the books they read. 	5 Blocks
<p><u>Engaging Experience 2:</u> Fiction Signposts</p>	<u>Days 6-7</u>	<ul style="list-style-type: none"> ● Students will learn the six different types of Fiction Signposts. ● Students will show their understanding by documenting any fiction signposts they find in their daily reading. 	2 Blocks
<p><u>Engaging Experience 3:</u> Literature Genres</p>	<u>Days 8-10</u>	<ul style="list-style-type: none"> ● Students will learn the different literary genres: fiction, historical fiction, science fiction, fantasy, realistic fiction, non-fiction, autobiography, biography, drama, poetry, folklore, fairy tale, fable, myth, legend, Tall Tale. ● Students will identify and analyze the genres to determine the components and purposes of the specific genres. 	3 Blocks

		<ul style="list-style-type: none"> • Students will show their understanding by creating a literary genre project. 	
<p><u>Engaging Experience 4:</u> Figurative Language in Fictional Literature</p>	<p><u>Days 11-15</u></p>	<ul style="list-style-type: none"> • Students will learn figurative language: similes, metaphors, personification, hyperbole, alliteration, and onomatopoeia. • During Reader’s Workshop, students will identify and analyze the meaning of the figurative language and how using the figurative language helps the reader. • Student will show their understanding by creating a figurative language project. 	5 Blocks
<p><u>Engaging Experience 5:</u> Literary Elements in Reader’s Workshops</p>	<p><u>Days 16-20</u></p>	<ul style="list-style-type: none"> • Students will learn the story elements and how to identify each element in a fiction story. • Students will take note of the different story elements in their individual reading. • Students will analyze how characters respond to change throughout a story’s plot stages. 	5 Blocks
<p><u>Engaging Experience 6:</u> Book Talks/Book Trailers</p>	<p><u>Days 21-25</u></p>	<ul style="list-style-type: none"> • Students will have a variety of choices to share their love of reading. They will create and share a book talk or book trailer they create in class. 	5 Blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.