

Reading Lit and Informational Texts Playlists – Complete Grade 6 Bundle

This resource bundle aligns with all of the Common Core State Standards for Grade 6 Reading: Informational Text and Reading: Literature. We have included twenty-one of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for the literature and informational text reading strands of English Language Arts.

Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate.

Standard Coverage Notes:

- Standard RI.6.2 is covered across two playlists: one focuses on objective summaries and the other focuses on how the central idea is conveyed through details.
- Standard RL.6.2 is covered across two playlists: one focuses on summaries and the other focuses on how theme is conveyed through details.
- Standard RL.6.4 is covered across three playlists: one focuses on how word choice shapes meaning and tone, one focuses on determining word meanings, and the other focuses on determining figurative meanings.
- There is no playlist for RL.6.8 because the Common Core does not deem this standard applicable to literature.
- There is no playlist for RL.6.10 or RI.6.10. As your students work through the other standards, they will read and comprehend a range of stories, dramas, poetry, and literary nonfiction within the grade 6 text-complexity band.



The accompanying Student Editions include dozens of additional passages on which students can practice their reading skills, including the ability to identify key ideas and details, to analyze craft and structure, and to integrate knowledge and ideas presented in a variety of media and genres. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

Thank you for trusting Wisewire to help your students become better readers and lifelong learners! Visit us online for even more resources and to access our free to use computer-based assessment platform.



Grade 6 Playlist: Determine a Theme and How It Is Conveyed Through Details

Aligns with *CCSS.ELA-Literacy.RL.6.2*:

- Determine a theme or central idea of a text and how it is conveyed through particular details.

Welcome

Most stories have a theme and some stories even have multiple themes. The theme of a story is its message. To understand the theme of a story, a reader will pay close attention to the details of the story. Learning to identify and understand these details helps readers better understand narratives.

Objectives

In this playlist, students will learn how to:

- determine the theme of a text.
- think critically about how that theme is conveyed through the details of the text.

Key Terms

- The **theme** of a text is its message or lesson.
- The theme of a story is communicated through **plot, characters, setting, style, dialogue, and narration.**

Exploring the Standard

The theme of a story is often universal. This means that the theme applies to more than just one particular story. It is a message or lesson that is being told through a particular story, but many different stories may share the same theme. An example of a theme is *if people want to be able to trust others, they should first be trustworthy themselves*. Notice that the theme is a complete thought, an idea—a theme is the idea surrounding a subject or topic.

Authors have many different ways of developing the theme of a story. They can use all or particular elements of a story, such as setting and characters, for examples, to develop the theme. A reader then will pay attention to the details of a story to understand its theme.

Watch

Watch this video to understand theme:

- <https://www.opened.com/video/how-to-identify-theme/53395>



Grade 6 Playlist: How Word Choice Shapes Meaning and Tone

Aligns with *CCSS.ELA-LITERACY.RL.6.4*:

- Analyze the impact of a specific word choice on meaning and tone.

Welcome

Both *annoyed* and *furious* mean “angry.” Which word best gets across the idea that a person is really, really mad? Someone who is annoyed is somewhat bothered. But someone who is furious feels *very* angry. An author chooses every word carefully to express exactly what he or she wants to say. Being able to analyze an author’s choice of words and phrases helps the reader better understand a story’s or a poem’s meaning and tone.

Objectives

In this playlist, students will learn how to:

- analyze how the word choices an author makes reveals meaning in stories and poems.
- analyze how the word choices an author makes conveys tone in stories and poems.

Review

Key Terms

- Tone** is the attitude of the narrator in a story or the speaker in a poem.
- Denotation** is the dictionary definition of a word.
- Connotation** is the feelings and emotions that a word conveys.

Exploring the Standard

Authors choose specific words and phrases to set the tone and to shape the meaning of a text. Here are some examples of adjectives that can help an author create a certain tone in a poem or story.

Adjective	Adjective	Tone
gloomy	creepy	mysterious
intelligent	graceful	admiring
cautious	doubtful	suspicious
silly	goofy	humorous



Grade 6 Playlist: Determine How the Central Idea Is Conveyed Through Details

Aligns with CCSS.ELA-LITERACY.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.

Welcome

Clear informative texts are typically organized around one or more central ideas. These central ideas are then supported by details, facts, and evidence. This playlist will explain how to determine the central idea of the late British parliamentarian David Lloyd George's short speech describing what he believes to be the causes of British participation in World War I.

Objectives

In this playlist, students will learn how to:

- determine the central idea of a text.
- determine how a central idea is conveyed through particular details.

Background: The Origins of World War I

In August 1914, the major countries of Europe went to war. The immediate cause of the war was the assassination of the heir to the Austrian Empire's throne, Duke Franz Ferdinand, by Serbian nationalists. But the war had actually been simmering for decades. Germany, which emerged as a new and powerful nation in 1871, had disrupted the balance of power Britain had been maintaining for several decades. Also, in the same year, Germany had defeated France in a short war, making the French eager for revenge. Making matters worse, the new Germany had made a number of attempts to gain colonies and increase its influence in Europe and around the world in the decades before the war. This often brought Germany into near conflict with other countries like France, Spain, and especially Britain.

When the Austrian duke was killed, Europe was already anxious about increasing German power. Austria, who wanted to avenge the murder, made several harsh demands on Serbia. These demands were designed to force a fight. Germany used its strength to support Austria in this effort. But the small war Austria wanted with Serbia would prove impossible because the countries of Europe had spent decades creating military alliances with each other. These alliances instructed partner countries to declare war if the other were attacked. The invasion of Serbia by Austria, therefore, set off a chain reaction of war declarations around the continent. Most people at the time believed the war would be over in weeks or months. They were sadly mistaken; the war lasted until November 1918 and killed nearly a generation of young European men.

Watch!

For more background information on World War I, watch the following video:

- <https://www.opened.com/video/world-history-causes-of-world-war-i-youtube/425113>



Grade 6 Playlist: Provide an Objective Summary

Aligns with *CCSS.ELA-LITERACY.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.

Welcome

A good objective summary identifies the important details of a text and weeds out the less important details. Knowing which details are key requires a comprehensive understanding the central idea of the text and how details are marshaled to support it. This playlist will use an excerpt about the Japanese attack on Pearl Harbor in 1941 to practice writing an objective summary.

Objectives

In this playlist, students will learn how to:

- determine the central idea of a text and its important details in order to write a summary of the text.
- identify opinions and judgements in a summary.
- draft an objective summary.

Review

Key Term

- An **objective summary** does not include the opinions of the writer about the topic or the text.

Exploring the Standard

Knowing how to write a summary that is free of bias is an important skill to develop. When objectively summarizing a text, readers should keep in mind that a summary of a text includes the central idea and key details from the text that support the central idea. The summary leaves out any personal opinions.

Therefore, when writing a summary of a text, readers should do the following:

- Determine the central idea. Readers cannot figure out which details to include in a summary without first determining the central idea.
- Determine that the selected details clearly support the central idea. While looking at each detail, readers can ask: *Would the main idea be clear in a summary of a text if this detail is left out?*
- Make sure that the summary does not include a reader's opinions, such as personal thoughts regarding who is right and who is wrong.



Grade 6 Playlist: Tracing and Evaluating an Argument

Aligns with *CCSS.ELA-LITERACY.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.

Welcome

Nancy is reading an article about the solar system in a science magazine. The article includes many facts that Nancy did not know before, such as, “The Sun is the largest object in the solar system. It contains over 99 percent of the entire solar system’s mass.” While Nancy already knew that the Sun was larger than any of the planets, she never would have thought it was *that* much larger. She also read in the article, “The Earth is the only planet that is capable of harboring life because it is the only planet whose atmosphere contains oxygen.” Nancy knew that animals need oxygen to breathe, so this statement definitely makes sense. And she read, “The solar system was formed when a massive molecular cloud collapsed billions of years ago.” Now, this is interesting, but it leaves Nancy wondering how scientists learned this. What evidence supports this claim?

As a reader, Nancy can evaluate, or think about, the argument in the article to determine the author’s claims and whether or not these claims are supported and accurate. Nancy can also judge the importance of evidence and reasons in supporting a claim. She can distinguish claims that are properly supported from those that are not.

Objectives

In this playlist, students will learn how to:

- trace and evaluate an argument and specific claims in a text.
- distinguish claims that are supported by reasons and evidence from claims that are not.

Review

Key Terms

- In an **argument**, an author states a position on a subject and explains why the reader should share that position. The author makes **claims**, or statements that he or she wants the reader to believe. An author’s claims must be:
 - **credible**, meaning that they can be easily believed and trusted.
 - free from **bias**, which is a point of view based entirely on opinion rather than on facts.
- Authors use **evidence** to support their claims so that readers are more likely to believe them. Evidence can take many forms: statistics, expert opinions, and quotes from documents and studies, for example.

