

## Grade 6 Complete Playlists for Reading: Literature

This resource bundle aligns with all of the Common Core State Standards for Grade 6 Reading: Literature. We have included eleven 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 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 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. As your students work through the other standards, they will read and comprehend a range of stories, dramas, and poetry 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>



## A Closer Look: Identifying the Theme

Read the selection from XII of Frances Hodgson Burnett's *Little Lord Fauntleroy*.

<sup>1</sup>"I am miserable," he said. "Miserable!"

<sup>2</sup>He looked as if he was. Even his pride could not keep his voice steady or his hands from shaking. For a moment it almost seemed as if his deep, fierce eyes had tears in them. "Perhaps it is because I am miserable that I have come to you," he said, quite glaring down at her. "I used to hate you; I have been jealous of you. This wretched, disgraceful business has changed that. After seeing that repulsive woman who calls herself the wife of my son Bevis, I actually felt it would be a relief to look at you. I have been an obstinate old fool, and I suppose I have treated you badly. You are like the boy, and the boy is the first object in my life. I am miserable, and I came to you merely because you are like the boy, and he cares for you, and I care for him. Treat me as well as you can, for the boy's sake."

While reading, think about the overall meaning of the selection. Burnett is telling a story, but he is also trying to communicate a message about life to his reader. What is that message?

When identifying the theme of a text, it is important to first understand what is happening in the text. In the selection above, a man confesses to a woman that he is miserable. He tells her that his feelings toward her have changed; although once he hated her, he now seeks out her company. He admits that he has treated her badly and reflects that they have someone in common that they both care about. He then asks the woman to be kind to him for the sake of the boy who is important to both of them. After figuring out what is happening in a passage, the reader is now able to pay attention to the details of the selection to identify the theme.

### Discussion Starter

Reread the above selection and pay attention to the main character in the passage. What is the man like? What information does the reader have about his personality? What about his motives? What changes does this character undergo?

### Hint!

When a main character undergoes a change, it is often connected to a theme in the story. Paying attention to these changes can help a reader identify the theme of a story. Think about why and how the character changes. Does it seem to be a good change?

Use the information gathered from the Discussion Starter to think about a lesson Burnett may want the reader to learn from this story. It seems that the man has been an unpleasant character until this point. Also, people can generally agree that no one wants to be known as unpleasant or mean. Considering this information, the theme of this passage likely has something to do with **why** the man changes his attitude toward the lady. It seems that his affection for the boy has allowed him to also care for someone the boy loves. However, this cannot be the theme because it is too specific to the story. A theme needs to be more general. It should be something that can be applied to life outside the world of the story. An example of a theme of this story could be that *caring for one person can make it easier to care for other people as well*. Another theme could be that *admitting to personal faults can lead to people being more compassionate*. While these are lessons that Burnett could be trying to illustrate, these ideas can also be found in other stories also.



## Grade 6 Playlist: Determining Figurative Meanings

Aligns with *CCSS.ELA-LITERACY.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.

### Welcome

Shawn has an e-mail friend who lives across the country. Even though they have never met in person, they have been writing to each other weekly for over two years. Shawn likes the fact that he can talk to his friend about personal matters that he is not comfortable discussing with his school friends, such as his feelings when he did not make the middle school academic team. “Hey, it’s all right,” his friend replied. “I applied to join the honor society last year, and I didn’t make it. Receiving that rejection letter cut like a knife. I was a walking rain cloud for a week. But it’s not going to stop me from applying again this year!” His friend’s response has Shawn scratching his head. What exactly did he mean when he said it *cut like a knife*? Or that he was a *walking rain cloud*? Shawn loves his friend’s creativity with words. But sometimes he has trouble figuring out what he is trying to say!

### Objective

In this playlist, students will learn how to:

- determine figurative meanings as they are used in a text.

### Review

#### Key Terms

- **Figurative language** is language that uses words and phrases in nonliteral ways. Instead of stating facts the way they are, figurative language exaggerates or alters the definitions of words.
  - **Personification** is a type of figurative language that uses human characteristics to describe nonhuman objects, such as animals, plants, or nonliving things.
  - **Simile** and **metaphor** are both types of figurative language that compare two things that are not alike are in order to make the reader notice similarities he or she might not have seen. Similes use the words *like* or *as*, while metaphors do not.

### Watch!

Watch these videos to learn more about different types of figurative language:

- <https://www.youtube.com/watch?v=aZHKsTN2lc4>
- <https://www.youtube.com/watch?v=tr0-kMIWJgw>



## Exploring the Standard

This playlist discusses ways to determine the meaning of figurative language as it is used in a text. Figurative language adds color and interest to a text by using words in ways that may be unfamiliar. By examining the text, a reader can determine what these words and phrases mean, even if their meanings are not clear right away.

### Example

The selection below is from *Call of the Wild* by Jack London. This book tells the story of Buck, a sled dog who lives in Alaska during the Klondike Gold Rush of the 1890s. In this selection, figurative language is used to creatively describe the story's setting, the Alaskan wilderness. While reading, try to determine the meanings of the underlined words and phrases.

<sup>1</sup>When Buck earned sixteen hundred dollars in five minutes for John Thornton, he made it possible for his master to pay off certain debts and to journey with his partners into the East after a fabled lost mine, the history of which was as old as the history of the country. Many men had sought it; few had found it; and more than a few there were who had never returned from the quest. This lost mine was steeped in tragedy and shrouded in mystery. No one knew of the first man. The oldest tradition stopped before it got back to him. From the beginning there had been an ancient and ramshackle cabin. Dying men had sworn to it, and to the mine the site of which it marked, clinging their testimony with nuggets that were unlike any known grade of gold in the Northland.

<sup>2</sup>But no living man had looted this treasure house, and the dead were dead; wherefore John Thornton and Pete and Hans, with Buck and half a dozen other dogs, faced into the East on an unknown trail to achieve where men and dogs as good as themselves had failed. They sledged seventy miles up the Yukon, swung to the left into the Stewart River, passed the Mayo and the McQuestion, and held on until the Stewart itself became a streamlet, threading the upstanding peaks which marked the backbone of the continent....

<sup>3</sup>The months came and went, and back and forth they twisted through the uncharted vastness, where no men were and yet where men had been if the Lost Cabin were true. They went across divides in summer blizzards, shivered under the midnight sun on naked mountains between the timber line and the eternal snows, dropped into summer valleys amid swarming gnats and flies, and in the shadows of glaciers picked strawberries and flowers as ripe and fair as any the Southland could boast. In the fall of the year they penetrated a weird lake country, sad and silent, where wild fowl had been, but where then there was no life nor sign of life—only the blowing of chill winds, the forming of ice in sheltered places, and the melancholy rippling of waves on lonely beaches.

These phrases include words that are used differently than in the definitions found in a dictionary. So, what do they mean?

- *a fabled lost mine*: What is a fable? It is a fictional story that provides readers with a lesson or a moral. Fables often include characters who are animals or who have supernatural powers. So, to describe something as “fabled” would suggest that many stories had been told about it.
- *steeped in tragedy and shrouded in mystery*: What does it mean for something to be steeped? Think about how a tea bag is steeped in hot water. In order to make a strong cup of tea, the bag has to sit in the water for a long time. The fabled lost mine has been the site of tragedy so great that the story has been shared many times over the years. In other words, the tragedy of the mine is well known.



## 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



In these sentences from a story, the underlined adjectives help create a mysterious tone.

Kevin and Kyle peered into the dingy attic. *Thunk!* “Did you hear that?” Kyle whispered, shining his flashlight at a stack of sealed boxes.

Now look at the same sentences but with some different words.

Kevin and Kyle peeked into the dusty attic. *Thunk!* “Did you hear that?” Kyle yelled, shining his flashlight at a stack of colorful boxes.

The author creates a different tone by replacing the underlined words. The new words help to make story seem exciting. For example, in the second version, Kyle yells out to Kevin instead of whispering. Yelling instead of whispering may take away the tension that the whispering helps to create. In addition, in the first version, the boxes are described as sealed but in the second version, the boxes are colorful. Sealed boxes help to create an air of mystery while colorful boxes are more likely to lead to excitement.

### A Closer Look: Denotation and Connotation

Understanding whether an author uses a word based on its dictionary definition or deeper meaning can help the reader understand the tone and meaning of the overall text. For example, consider the following words:

Word	Denotation	Positive or Negative Connotation
<b>brisk</b>	cold	Pleasantly chilly
<b>raw</b>	cold	unpleasantly cold

Both words describe something that is cold. However, the connotations are different. The word “brisk” would be used to describe a pleasant cold sensation such as “This September morning is bright and brisk.” The word “raw” on the other hand, would more likely be used to describe a cold winter night.

### Caution!

Many words have neither a negative nor a positive connotation. For example, *cool*, *warm*, and *round* do not necessarily cause strong feelings or emotions. Therefore, neutral words do not impact the tone of a text.

