

## READING 6

LENGTH OF TIME: 45 minutes daily

GRADE LEVEL: 6

### DESCRIPTION OF COURSE:

This course focuses on balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature. Focus is on close and careful reading, with text-dependent analysis, so that students are learning from the text. There is an emphasis on academically focused vocabulary so that students can access more complex texts. The 6<sup>th</sup> grade course requires a “step” of growth in these areas in complexity over the previous year.

### ESSENTIAL QUESTIONS:

How do you build a story?

Which characters are unforgettable?

Where can you find a poem?

Why do we tell stories?

### COURSE STANDARDS:

#### **1.2 Reading Informational Text**

**Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

1.2.6.A Determine the 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.

1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections.

1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

1.2.6.G Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.

1.2.6.I Examine how two authors present similar information in different types of text.

1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

### **1.3 Reading Literature**

**Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.**

1.3.6.A 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.

1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

1.3.6.C Describe how a particular story 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.

1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text.

1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and

“heard” when reading the text to what is perceived when listening or watching.

1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

## **1.4 Writing**

**Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

### **Informative/Explanatory**

1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1.4.6.B Identify and introduce the topic for the intended audience.

1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

1.4.6.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### **Opinion/Argumentative**

1.4.6.G Write arguments to support claims.

1.4.6.H Introduce the topic and state an opinion on the topic.

1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

1.4.6.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Develop and maintain a consistent voice
- Establish and maintain a formal style

1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4.6.M Write narratives to develop real or imagined experiences or events.

### **Narrative**

1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

1.4.6.Q Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style
- Use precise language

- Develop and maintain a consistent voice

1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

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

1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific-tasks, purposes, and audiences.

## **1.5 Speaking and Listening**

**Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

1.5.6.A Engage effectively in a range of collaborative discussions on grade-level topics, texts and issues, building on others' ideas and expressing their own clearly.

1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.

1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

1.5.6.E Adapt speech to a variety of contexts and tasks.

1.5.6.F Include multimedia components and visual displays in presentations to clarify information.

1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Measure of Academic Progress (MAP)
2. Text Dependent Analysis Benchmark Assessments
3. Evidence of Independent Book Goal completion

#### TITLES OF UNITS:

McDougal Littell *Literature*:

Unit 1: What's Happening – Plot, Conflict, and Setting (Sep/Oct)

Unit 2: Person to Person – Analyzing Character and Point of View (Nov/Dec)

Unit 5: World Pictures – Language of Poetry (Feb/Mar)

Include terminology from the following units:

Unit 3: The Big Idea – Understanding Theme

Unit 4: Writer's Craft – Mood, Tone, and Style

Unit 6: Timeless Tales – Myths, Legends, and Tales (Apr)

*A Midsummer Night's Dream* (May/Jun)

#### Reading Skills covered within units

- Analyzing Author's Craft
- Comparing and Contrasting
- Determining Author's Purpose
- Distinguishing Between Fact and Fiction
- Drawing Conclusions and Making Inferences
- Identifying Main Ideas and Details
- Identifying Problems and Solutions
- Interpreting Figurative Language
- Making Connections
- Making Predictions
- Making Inferences
- Questioning
- Recognizing Cause and Effect
- Re-reading

- Summarizing
- Understanding Sequence
- Using Context Clues
- Visualizing

From McDougal Littell *Standards Lesson File – Vocabulary and Spelling* (Sep - May)

Vocabulary – Structural Analysis

Lesson 1 Word Parts: Base Words, Prefixes, Suffixes, and Roots

Vocabulary – Context Clues

Lesson 13 Context Clues: Definitions and Restatement

Lesson 14 Context Clues: Comparison and Contrast

Lesson 15 Context Clues: Example

Lesson 16 Context Clues: Using All Types

Vocabulary – Word Meaning and Word Relationships

Lesson 17 Denotation and Connotation

Lesson 19 Multiple-Meaning Words

Lesson 20 Homonyms and Homographs

Lesson 21 Homophones and Commonly Confused Words

INSTRUCTIONAL STRATEGIES:

1. Activate Prior Knowledge
2. Checks for Understanding
3. Class Discussions
4. Collaborative Learning
5. Discussion Prompts
6. Instructional Games
7. Key Idea Reinforcements
8. Modeling
9. Peer Conferencing
10. Read Aloud – Think Aloud (modeling metacognitive thinking strategies)
11. Rubric Discussion/Analysis
12. Talk to the Text (annotating the text with self-monitoring strategies)
13. Vocabulary-in-Context Learning

MATERIALS:

1. *Literature* (McDougal Littell, Houghton Mifflin Co., 2008)
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3. *Running Out of Time* (by, Margaret Peterson Haddix)
4. *A Midsummer Night's Dream* (by, William Shakespeare. Publisher: Washington Square Press, 1993)
5. *Shakespeare for Young People: A Midsummer Night's Dream* (by, William Shakespeare.

6. Edited by Diane Davidson. Publisher: Swan Books, 2002)

METHODS OF ASSISTANCE:

1. McDougal Littell *Strategic Reader for Support*
2. McDougal Littell *Literature* (TE) Differentiated Instruction Strategies
3. McDougal Littell *Literature* (TE) Understanding Checkpoints
4. McDougal Littell *Literature* Audio Anthology Software
5. Independent reading level selection

METHODS OF ENRICHMENT (Advanced Learners):

1. McDougal Littell *InterActive Reader & Writer for Critical Analysis*
2. McDougal Littell *Literature* (TE) Differentiated Instruction Strategies
3. McDougal Littell *Literature* (TE) Extension and Challenge Activities
4. Higher Level Discussion & Questioning
5. Increased rigor through Adaptation of novels and assignments

PORTFOLIO DEVELOPMENT:

METHODS OF EVALUATION:

1. McDougal Littell *Literature* Item & Unit Assessment
2. Text Dependent Analysis Response Assessments
3. Assessment of oral presentations utilizing project rubrics
4. Teacher-developed Classroom Assessments