

PLANNED COURSE – GRADE 6 READING ADVANCED

Text and Resource List

Unit: **Study Skills/Reading in the Content Area**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.8 Reading Critically in all Content Areas
1.5.8 Quality of Writing
1.6.8 Speaking and Listening

PSSA Anchors: **See Appendix**

Appendix: **A. PA Academic Standards for Reading, Writing, Speaking, and Listening – Grade 8**
B. PSSA Anchor Checklist
C. PSSA Writing Rubrics
D. PSSA Reading Rubric
E. PSSA Glossary

Course Content	Student Performance	Resources	Assessments
A. SQ3R B. Before, During, After Strategies (Predict, Preview, Question, Visualize, Clarify, Connect, Evaluate) C. Question Generated Outline D. Specialized Vocabulary E. Types of Context Clues (Synonym, Antonym, Comparison, Contrast, Example, Direct Definition/Appositive, Words in a List, Summary Clue) F. Purpose for Reading G. Reading Rate H. Application of Content Area Materials I. Organizational Skills (Class Preparation, Agenda Books)	<ul style="list-style-type: none"> • Locate appropriate texts • Identify/use common organizational structures and graphic features to comprehend information • Use knowledge of root words as well as context clues • Understand specialized vocabulary in the content areas during reading; use these words accurately in speaking and writing • Demonstrate after reading understanding and interpretation of text • Demonstrate fluency and comprehension in reading • Read/understand essential content of informational texts and documents in all academic areas • Write with a sharp, distinct focus 	<ul style="list-style-type: none"> • <u>Prentice Hall Literature</u> Grade 6 Yellow Edition (Copyright 2007) and supplemental materials • <i>Content Area Reading Skills</i> • <i>Overhead Teaching Kit: Study Skills That Stick</i> • <i>Be a Better Reader</i> Level C • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Dictionary • Supplemental materials provided by teacher 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Worksheets • Student generated essays • Teacher generated writing • Teacher generated rubrics • Individual/group presentations

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J. How to Study (Learning Styles, Schedule, Place, Materials)			
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Course Content	Student Performance	Resources	Assessments
K. Test Taking Skills L. Goal Setting (Short/Long Term Goals) M. Time Management Skills N. Interpreting Graphics/Charts O. Author's Purpose (To Inform, Persuade, Entertain, Express an Opinion, Describe/Reflect on an Experience) P. Root Words Q. Affixes <ul style="list-style-type: none"> Prefixes (pre, dis, mis, non, inter, extra, post, super, sub) Suffixes (less, able, ly, or, ness, ment, er, ship, tion, en) R. Introduction to Dictionary Skills S. Glossary Terms <ul style="list-style-type: none"> Affix Analysis 	<ul style="list-style-type: none"> Write using well-developed content appropriate for the topic; gather, determine validity and reliability of and organize information Listen to others Contribute to discussions 		

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<ul style="list-style-type: none"> • Antonym • Appositive • Author's purpose 			
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Content specific words • Context clues • Contrast • Differentiate • Evaluate • Explanatory sentence • Expository text • Focus • Generalization • Graphic organizer • Headings, graphics, charts • Homophones • Informational text • Multiple meaning words • Nonfiction • Prefix • Print media • Reading critically • Root words • Reading rate • Self-monitor • Subject area 			

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<ul style="list-style-type: none"> • Suffix • Summarize • Synonym 			
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Unit: **Nonfiction**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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1.3.8 Reading, Analyzing, and Interpreting Literature
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Course Content	Student Performance	Resources	Assessments
A. Summarizing B. Paraphrasing C. Stated Main Idea (Teacher Guided Instruction) D. Implied Main Idea (Teacher Guided Instruction) E. Draw Conclusions/Make Inferences F. Supporting Details: Essential vs. Nonessential G. Author's Purpose H. Compare/Contrast I. Fact and Opinion J. Identify/Describe Genre of Text K. Generalizations/Bias L. Vocabulary in Context M. Text Organization N. Sequence/Time Order O. Problem/Solution P. Simple Listing	<ul style="list-style-type: none"> • Identify/use common organizational structures and graphic features to comprehend information • Identify basic facts and ideas in text using specific strategies • Demonstrate after reading understanding and interpretation of nonfiction text • Make/support with evidence assertions about text • Demonstrate fluency and comprehension in reading <ul style="list-style-type: none"> • Self-correct mistakes • Read a variety of genres/types of text • Demonstrate Comprehension • Read/understand essential content of informational texts and documents in all academic areas 	<ul style="list-style-type: none"> • <u>Prentice Hall Literature</u> Grade 6 Yellow Edition (Copyright 2007) and supplemental materials • Novel: one required, no more than two per year <ul style="list-style-type: none"> • <i>Rosa Parks, My Story</i> • <i>Tuck Everlasting</i> • <i>Roll of Thunder</i> • <i>Hear My Cry</i> • <i>Be a Better Reader</i> Level C • Prentice Hall provided audio, CD's tapes, videos, unit resources • Supplemental materials provided by teacher • Independent reading: students may choose from intermediate library, public library, classroom library, 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests/quizzes • Prentice Hall test/quizzes • Worksheets • Student generated essays • Teacher generated writing • Presentations/project(s) • Oral individual/group project(s) presentation

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Q. Interpret Graphics/Charts R. Headings S. Sources • <i>A Backwoods Boy</i>		and personal library	
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <i>The Shut Out</i> <i>Water</i> Plus 2 more selections T. Glossary Terms <ul style="list-style-type: none"> Accuracy Analysis Author's purpose Autobiography Bias Biography Cause and effect Compare Conclusion Content specific words Context clues Contrast Differentiate Evaluate Expository text Explicit Fluency 	<ul style="list-style-type: none"> Distinguish between essential and nonessential information across texts Differentiate fact from opinion Draw inferences Evaluate content and text organization to determine author's purpose Read/understand works of non-fiction literature Read/respond to nonfiction Write with sharp distinct focus Write using well-developed content appropriate for topic Write with controlled and/or subtle organization Listen to others Contribute to discussions 	<ul style="list-style-type: none"> <u>Prentice Hall Literature</u> Grade 6, Yellow Edition (Copyright 2007) and supplemental materials. Novels: one required, no more than two per year <ul style="list-style-type: none"> <i>Tuck Everlasting</i> <i>Roll of Thunder</i> <i>Hear My Cry</i> <i>Be a Better Reader</i> Level C Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher as needed Independent reading: students may choose from the intermediate library, public library, classroom 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Worksheets Student generated essays Teacher generated writing Presentations/project(s) Oral individual/group project(s)/presentation

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<ul style="list-style-type: none"> • First person • Focus • Generalization • Genre 	<ul style="list-style-type: none"> • Participate in large/small group discussions 	library, and personal library; must be one every quarter	
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Graphic organizer • Headings, graphics, charts • Implicit • Inference • Informational text • Main idea • Nonfiction • Paraphrase • Point of view • Print media • Propaganda techniques and persuasive tactics • Reading critically • Self-monitor • Source (primary and secondary) • Subject area words • Summarize • Text structure 			

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<ul style="list-style-type: none"> • Third person • Validity • Venn diagram 			
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Unit: **Fiction**

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Course Content	Student Performance	Resources	Assessments
A. Short Stories/Oral Tradition/Novels/Drama B. Sources; Short Stories <ul style="list-style-type: none"> • <i>Dragon, Dragon</i> • <i>The Circuit</i> • <i>The Stone</i> • Plus 2 more selections C. Drama: <i>The Phantom Tollbooth, Parts 1 and 2</i> D. Glossary Terms <ul style="list-style-type: none"> • Characterization • Character traits (physical description, personality, attitude, reputation) • Setting (time, place, environment=five senses) • Plot outline (exposition, rising action, climax, falling action, resolution) • Conflict (character vs. character, character vs. self, character vs. nature, 	<ul style="list-style-type: none"> • Locate appropriate text (literature) • Identify/use common organizational structures to comprehend information • Identify basic facts and ideas in text using specific strategies • Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings • Demonstrate after reading understanding and interpretation of fiction • Compare/contrast texts using themes, settings, characters, ideas • Demonstrate fluency and 	<ul style="list-style-type: none"> • <u>Prentice Hall Literature</u> Grade 6, Yellow Edition (Copyright 2007) and supplemental materials • Novels: one required, no more than 2 per year <ul style="list-style-type: none"> • <i>Tuck Everlasting</i> • <i>Roll of Thunder</i> • <i>Hear My Cry</i> • <i>Be a Better Reader</i>, Level C • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Supplemental materials provided by teacher as needed • Independent reading: students may choose from intermediate library, public 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests/quizzes • Prentice Hall tests/quizzes • Worksheets • Student generated essays • PSSA reading rubric • Teacher generated rubrics • Individual or group presentations/projects

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character vs. society) <ul style="list-style-type: none"> • Theme (moral/life lesson-stated/implied) 	comprehension in reading <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy • Self-correct mistakes 	library, classroom library, personal library; must be one every quarter	
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Vocabulary in context • Author's purpose • Literary devices • Cause and effect • Main idea/relative details • Summarize • Make inferences • Draw conclusions • Predict outcomes • Point of view (first and third person) • Compare and contrast E. Glossary Terms <ul style="list-style-type: none"> • Alliteration • Analysis • Author's purpose • Cause and effect • Characterization • Climax • Compare • Conclusion 	<ul style="list-style-type: none"> • Use appropriate flow and pronunciation • Read variety of genres and types of text • Read/understand works of literature • Analyze use of literary elements • Analyze effect of various literary devices • Figurative language • Analyze drama • Read/respond to literature • Write with sharp distinct focus • Write using well-developed content appropriate for topic • Write with controlled and/or subtle organization • Listen to others • Ask probing questions • Listen to selections of literature; analyze selections 		

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<ul style="list-style-type: none"> • Conflict/problem • Context clues • Contrast • Descriptive text • Dialogue 	<ul style="list-style-type: none"> • Contribute to discussions <ul style="list-style-type: none"> • Ask relevant, probing questions 		
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<ul style="list-style-type: none"> • Differentiate • Evaluate • Exaggeration • Explicit • Fable • Fairy tale • Fiction • Figurative language • First person • Flashback • Fluency • Focus • Folk tales • Foreshadowing • Generalization • Genre • Graphic organizer • Hyperbole • Idiomatic language • Imagery • Implicit 	<ul style="list-style-type: none"> • Listen to and acknowledge the contributions of others • Clarify, illustrate or expand on a response when asked 		

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<ul style="list-style-type: none"> • Inference • Irony • Legends • Limited view • Literary conflict 			
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<ul style="list-style-type: none"> • Literary devices • Literary elements • Main idea • Metaphor • Mood • Multiple meaning words • Narrative • Paraphrase • Personification • Plot • Point of view • Problem/solution • Reading critically • Resolution • Retell • Rising action • Setting • Simile • Story maps • Style symbolism • Target words 			<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student generated essays • PSSA Reading Rubric • Teacher generated rubrics • Individual or group presentations/projects

PLANNED COURSE – GRADE 6 READING ADVANCED

<ul style="list-style-type: none"> • Theme • Third person • Tone • Venn diagrams • Voice 			
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Unit: **Poetry**

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A. Poetry <ul style="list-style-type: none"> • Figurative language <ul style="list-style-type: none"> • Personification • Simile • Metaphor • Hyperbole • Sound techniques <ul style="list-style-type: none"> • Alliteration • Onomatopoeia • Rhythm • Rhyme • Repetition • Imagery B. Compare/Contrast to Other Pieces of Literature C. Point of View <ul style="list-style-type: none"> • First person • Third person D. Glossary Terms <ul style="list-style-type: none"> • Alliteration • Analysis 	<ul style="list-style-type: none"> • Locate appropriate text (literature) • Identify/use common organizational structures to comprehend information • Identify basic facts/ideas in text using specific strategies • Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings • Demonstrate after reading understanding and interpretation of text • Demonstrate fluency and comprehension in reading • Read familiar materials aloud with accuracy • Self-correct mistakes • Use appropriate flow, rhythm, 	<ul style="list-style-type: none"> • <u>Prentice Hall Literature</u> Grade 6, Yellow Edition (Copyright 2007) and additional supplemental materials • <i>Be a Better Reader</i> Level C • Prentice hall provided audio, CD's, tapes, videos, unit resources • Supplemental materials provided by teacher • Independent reading: students may choose from intermediate library, public library, classroom library, personal library; must be one every quarter 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests/quizzes • Prentice Hall tests/quizzes • Worksheets • Student generated essays • PSSA reading rubric • Teacher generated rubrics • Individual or group presentations/projects

PLANNED COURSE – GRADE 6 READING ADVANCED

<ul style="list-style-type: none"> • Author's purpose • Compare • Context clues • Contrast • Descriptive text 	<ul style="list-style-type: none"> • meter and pronunciation • Read a variety of genres and types of text • Read/understand works of literature 		
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Differentiate • Epic • Evaluate • Exaggeration • Figurative language • First person • Fluency • Focus • Free verse • Genre • Hyperbole • Idiomatic language • Imagery • Implicit • Inference • Irony • Limerick • Literary devices • Main idea • Metaphor • Meter 	<ul style="list-style-type: none"> • Analyze effect of various literary devices • Figurative language • Sound techniques • Identify poetic forms • Read/respond to literature • Write with sharp distinct focus • Write using well-developed content appropriate for topic • Write with controlled and/or subtle organization • Listen to others • Ask probing questions • Listen to selections of literature • Analyze the selections • Contribute to discussions • Ask relevant, probing questions 		

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<ul style="list-style-type: none"> • Mood • Multiple meaning words • Narrative • Paraphrase • Personification 	<ul style="list-style-type: none"> • Listen to and acknowledge the contributions of others • Clarify, illustrate or expand on a response when asked 		
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<ul style="list-style-type: none"> • Poetic purpose • Poetry • Point of view • Reading critically • Retell • Rhyme • Rhythm • Simile • Summarize • Style • Symbolism • Theme • Third person • Tone • Voice 			

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Unit: **PSSA Preparation**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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Course Content	Student Performance	Resources	Assessments
<p>A. Understand Fiction Appropriate to Grade Level</p> <ul style="list-style-type: none"> • <u>How to Get Better Test Scores</u> • <u>PSSA Coach</u> • <u>PSSA Prep</u> <p>B. Understand Nonfiction Appropriate to Grade Level</p> <ul style="list-style-type: none"> • <u>How to Get Better Test Scores</u> • <u>PSSA Coach</u> • <u>PSSA Prep</u> <p>C. Interpret, Compare, Describe, Analyze, Evaluate Components Within and Between Text</p> <ul style="list-style-type: none"> • <u>How to Get Better Test Scores</u> • <u>PSSA Coach</u> 	<ul style="list-style-type: none"> • 1.1.8 Learn to read independently (all inclusive) • 1.2.8 Read critically in all content areas (all inclusive) • 1.3.8 Read, analyze, interpret literature (all inclusive) • Write with sharp distinct focus • Write using well-developed content appropriate for topic • Write with controlled and/or subtle organization • Listen to others • Ask probing questions • Contribute to discussions <ul style="list-style-type: none"> • Ask relevant probing questions • Listen to/acknowledge 	<ul style="list-style-type: none"> • <u>PSSA Coach</u> Grade 6 Purple (Copyright 2005) • <u>PSSA Prep</u> Grade 6 Reading Comprehension (Copyright 2004) • <u>How to Get Better Test Scores</u> Grade 6 (Copyright 2006) • Supplemental materials provided by teacher 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests/quizzes • PSSA reading rubric • Worksheets • Student generated essays • Response to PSSA and/or teacher generated constructed response tasks

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<ul style="list-style-type: none"> • <u>PSSA Prep</u> D. Identify, Interpret, Describe, Analyze Literary Devices in Fictional and Literary Nonfiction Text	the contributions of others <ul style="list-style-type: none"> • Clarify, illustrate or expand on a response when asked 		
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<ul style="list-style-type: none"> • <u>How to Get Better Test Scores</u> • <u>PSSA Coach</u> • <u>PSSA Prep</u> E. Identify, Interpret, Describe, Analyze Concepts and Organization of Nonfiction Text <ul style="list-style-type: none"> • <u>How to Get Better Test Scores</u> • <u>PSSA Coach</u> • <u>PSSA Prep</u> 			

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