

PLANNED COURSE – Grade 6 Reading Basic

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 Anchor: **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, and After Strategies; Preview, Predict, Question, Connect, Evaluate, Visualize, Clarify 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; Agenda Book, Class Preparation J. How to Study; Learning Styles, Schedule, Place, Materials	<ul style="list-style-type: none"> • Locate appropriate texts • Identify and 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 during reading • Read and 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 • <i>Reader's Notebook</i> • Dictionary • <i>Be A Better Reader</i> Level A • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Supplemental materials provided by teacher • <i>Content Area Reading Skills</i> • <i>Overhead Teaching Kit: Study Skills</i> • <i>Study Skills That Stick</i> 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Worksheets • Student generated writing • Teacher generated writing • Individual or group presentations • Teacher generated rubrics

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E. PSSA Glossary

Course Content	Student Performance	Resources	Assessments
K. Test Taking Skills L. Goal Setting; Short and Long Term M. Time Management Skills N. Interpreting Graphics and Charts O. Author's Purpose; To Inform, To Persuade, To Entertain, To Express an Opinion, To Describe/Reflect on an Experience P. Root Words Q. Affixes R. Prefixes (pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub) S. Suffixes (-less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en) T. Introduction to Dictionary Skills U. Glossary terms: <ul style="list-style-type: none"> Affix Analysis Antonym Appositive 	<ul style="list-style-type: none"> Write with sharp, distinct focus 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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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Author's purpose • Content specific words • Context clues • Contrast • Differentiate • Evaluate • Explanatory sentence • Expository text • Focus • Generalization • Graphic organizers • Headings, graphics, and charts • Informational text • Multiple-meaning words • Nonfiction • Prefix • Print media • Reading critically • Reading rate • Root words • Subject area • Suffix • Self-monitor • Summarize • Synonym 			

PLANNED COURSE – Grade 6 Reading Basic

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 (Teacher Guided Instruction) B. Paraphrasing (Teacher Guided Instruction) C. Stated Main Idea D. Implied Main Idea (Teacher Guided Instruction) E. Supporting Details: Essential F. Drawing Conclusions / Making Inferences G. Compare/Contrast (Venn Diagram) H. Cause/Effect I. Generalizations/Bias J. Identify and Describe Genre K. Fact/Opinion L. Author's Purpose M. Text Organization N. Sequence/Time Order O. Problem/Solution P. Interpret Graphics and Charts Q. Headings R. Simple Listing S. Vocabulary in Context	<ul style="list-style-type: none"> Identify and 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, and support with evidence, assertions about texts Demonstrate fluency and comprehension in reading <ul style="list-style-type: none"> Self correct mistakes Read a variety of genres and types of texts Demonstrate comprehension 	<ul style="list-style-type: none"> <u>Prentice Hall Literature</u> Grade 6, Yellow Edition, (Copyright 2007) and additional supplemental materials <i>Reader's Notebook</i> <i>Be A Better Reader</i> Level A Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher Independent reading: Students may choose from the intermediate school library, public library, classroom library, or personal library; must be one every quarter 	<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 Oral/ individual/group presentations

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Unit: **Nonfiction**

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Course Content	Student Performance	Resources	Assessments
<p>T. Sources:</p> <ul style="list-style-type: none"> • “A Backwoods Boy” • “The Shut Out” • “Water” <p>U. Glossary terms:</p> <ul style="list-style-type: none"> • Accuracy • Analysis • Author’s purpose • Autobiography • Biography • Bias • Cause/effect • Compare/contrast • Conclusion • Content specific words • Context clues • Differentiate • Explicit • Expository text • Evaluate • First person • Fluency • Focus • Generalization • Genre 	<ul style="list-style-type: none"> • Read and understand essential content of informational texts and documents in all academic areas • Distinguish essential information across texts • Differentiate fact from opinion • Draw inferences based on a variety of informational sources • Evaluate text organization and content to determine the author’s purpose • Read and understand works of nonfiction literature • Read and respond to nonfiction • Write with a sharp distinct focus • Identify topic and task 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Graphic organizers Headings, graphics, and charts Implicit Inference Informational text Literary nonfiction Main Idea Nonfiction Paraphrase Point of view Print media Problem/solution Propaganda techniques and Persuasive tactics Reading critically Self-monitor Source (primary and secondary) Subject area Summarize Target words Text structure Third person Venn diagrams 	<ul style="list-style-type: none"> Write using well-developed content appropriate for the topic Write with controlled organization Listen to others Listen to selections of literature Contribute to discussions Participate in small and large group discussions and presentations 		

PLANNED COURSE – Grade 6 Reading Basic

Unit: **Fiction**

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Course Content	Student Performance	Resources	Assessments
<p>A. Short</p> <ul style="list-style-type: none"> Story/Oral Tradition/Novel/Drama <p>B. Sources: “Dragon, Dragon”, “The Circuit”, “The Stone”</p> <ul style="list-style-type: none"> Drama: “The Phantom Tollbooth, Parts I & 2” <p>C. Characterization</p> <ul style="list-style-type: none"> Character traits (physical description, personality, attitude, reputation) Setting (time, place, environment= 5 senses) Plot outline (exposition, rising action, climax, falling action, resolution) Conflict (character vs. self: character vs. character; character vs. nature; character vs. society) Point of view Predicting outcomes 	<ul style="list-style-type: none"> Locate appropriate text (literature) Identify and use common organizational structures to comprehend information Identify basic facts and ideas in text using specific strategies Expand a reading vocabulary by identifying and correctly using words with literal and figurative meanings Demonstrate after reading understanding and interpretation of text Compare and contrast text using themes, settings, characters, and ideas Demonstrate fluency and comprehension in reading Read familiar materials aloud with accuracy <ul style="list-style-type: none"> Self-correct mistakes 	<ul style="list-style-type: none"> <u>Prentice Hall Literature</u> Grade 6, Yellow edition (Copyright 2007) and additional supplemental materials <i>Reader’s Notebook</i> <i>Novels:</i> <ul style="list-style-type: none"> <i>The Great Gilly Hopkins</i> <i>Freaky Friday</i> <i>Jungle Book</i> <i>Be A Better Reader</i> Level A Prentice Hall provided audio, CD’s, tapes, videos, unit resources Supplemental materials provided by teacher Independent reading: Students may choose from the intermediate school library, public library, classroom library, or personal library; must be one every quarter 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Worksheets Student generated essays Presentations / projects Oral/ Individual/group presentations PSSA Reading Rubric Teacher generated rubrics

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Theme (moral/life lesson) Vocabulary in context Author's purpose Literary devices Cause/effect Main Idea/relevant details Retelling Make inferences Draw conclusions Compare/contrast <p>D. Glossary Terms:</p> <ul style="list-style-type: none"> Alliteration Analysis Author's purpose Cause/effect Characterization Climax Compare Conclusion Conflict/problem Context clues Contrast Descriptive text Dialogue 	<ul style="list-style-type: none"> Use appropriate flow and pronunciation Read a variety of genres and types of text Read and understand works of literature Analyze the use of literary elements Analyze the effect of various literary devices <ul style="list-style-type: none"> Figurative language Analyze drama Read and respond to literature Write with a sharp distinct focus Write using well-developed content appropriate for the topic Write with teacher controlled organization Listen to others Ask probing questions Listen to selections of literature 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Differentiate Evaluate Exaggeration Explicit Fable Fairy tale Fiction Figurative language First person Flashback Focus Folktales Foreshadowing Fluency Generalizations Genre Graphic organizers Hyperbole Idiomatic language Imagery Implicit Inference Legends Literary conflict Literary devices Literary elements 	<ul style="list-style-type: none"> Relate them to previous knowledge Predict content/events Summarize events and identify the significant points Identify and define new words and concept Analyze the selections Contribute to discussions <ul style="list-style-type: none"> Ask relevant, probing questions Respond with relevant information Listen to the contributions of others Clarify, illustrate, or expand on a response when asked 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Mood • Multiple meaning words • Narrative • Main idea • Paraphrase • Personification • Plot • Point of view • Problem/solution • Reading critically • Resolution • Retell • Rising action • Setting • Story maps • Summarize • Style • Symbolism • Target words • Theme • Third person • Venn diagram 			

PLANNED COURSE – Grade 6 Reading Basic

Unit: **Poetry**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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Course Content	Student Performance	Resources	Assessments
<p>A. Poetry</p> <ul style="list-style-type: none"> Figurative Language (Simile, Metaphor, Personification, Hyperbole) Imagery Point of View (First and Third Person) Compare and Contrast to Other Pieces of Literature Sound Techniques (Alliteration, Onomatopoeia, Rhyme, Rhythm, Repetition) <p>B. Sources: "Oranges", "Life Doesn't Frighten Me", "Adventures of Isabel"</p> <p>C. Glossary Terms:</p> <ul style="list-style-type: none"> Alliteration Analysis Author's purpose Compare Context clues Contrast Descriptive text 	<ul style="list-style-type: none"> Locate appropriate text (literature) Identify and use common organizational structures to comprehend information Identify basic facts and ideas in text using specific strategies Expand a reading vocabulary by identifying and correctly using words with literal and figurative meanings Demonstrate after reading understanding and interpretation of text Demonstrate fluency and comprehension in reading <ul style="list-style-type: none"> Read familiar materials aloud with accuracy. Self-correct mistakes. Use appropriate flow, rhythm, meter and pronunciation Read a variety of genres and types of text 	<ul style="list-style-type: none"> <u>Prentice Hall Literature</u> Grade 6, Yellow Edition (Copyright 2007) and additional supplemental materials <i>Reader's Notebook</i> <i>Be A Better Reader</i> Level A Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher Independent reading: Students may choose from the intermediate school library, public library, classroom library, or personal library; must be one every quarter 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Worksheets Student generated essays Individual/group presentations/projects PSSA Reading Rubric Teacher generated rubrics

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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 Inference Limerick Literary devices Main idea Metaphor Meter Mood Multiple meaning words Narrative Onomatopoeia Personification Poetic purpose Poetry 	<ul style="list-style-type: none"> Read and understand works of literature Analyze the effect of various literary devices <ul style="list-style-type: none"> Figurative language Sound techniques Identify poetic forms Read and respond to literature Write with a sharp distinct focus Write using well-developed content appropriate for the topic Write with teacher controlled organization. Listen to others Ask questions Listen to selections of literature Analyze the selections Contribute to discussions Ask relevant questions Respond with relevant information 		

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<ul style="list-style-type: none">• Point of view• Reading critically• Retell• Rhyme• Rhythm• Simile• Summarize• Style• Symbolism• Theme• Third person• Tone• Voice	<ul style="list-style-type: none">• Listen to the contributions of others• Clarify, illustrate, or expand on a response when asked		

PLANNED COURSE – Grade 6 Reading Basic

Unit: PSSA Preparation

State Curriculum Standard: 1.1.8 Learning to Read Independently
 1.2.8 Reading Critically in all Grade Levels
 1.3.8 Reading, Analyzing, and Interpreting Literature
 1.5.8 Quality of Writing
 1.6.8 Speaking and Listening

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E. PSSA Glossary

Course Content	Student Performance	Resources	Assessments
A. Understand fiction appropriate to grade level <ul style="list-style-type: none"> • <i>How To Get Better Test Scores</i> • <i>PSSA Prep</i> • <i>PSSA Coach</i> B. Understand nonfiction appropriate to grade level <ul style="list-style-type: none"> • <i>How To Get Better Test Scores</i> • <i>PSSA Prep</i> • <i>PSSA Coach</i> C. Interpret, compare, describe, analyze, evaluate components within and between text <ul style="list-style-type: none"> • <i>How To Get Better Test Scores</i> • <i>PSSA Prep</i> • <i>PSSA Coach</i> D. Identify, interpret, describe, analyze literary devices in fictional and literary nonfiction text	<ul style="list-style-type: none"> • 1.1.8 Learning to read independently (all inclusive) • 1.2.8 Reading critically in all content areas (all inclusive) • 1.3.8 Read, analyze, and interpret literature (all inclusive) • Write using well-developed content, appropriate for the topic <ul style="list-style-type: none"> • Gather, determine validity and reliability of, and organize information • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus • Write with controlled organization <ul style="list-style-type: none"> • Sustain a logical order within sentences and • Between paragraph using meaningful transitions 	<ul style="list-style-type: none"> • <i>PSSA Coach Assessment Anchors</i> Grade6, Purple Edition(Copyright 2005) • <i>PSSA Prep</i> Grade 6 Reading Comprehension (Copyright 2004) • <i>How to Get Better Test Scores</i> Grade 6, Edition (Copyright 2006) • Supplemental materials provided by teacher 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Worksheets • Student generated essays • Response to PSSA and/or teacher generated prompts • Constructed response tasks • PSSA Reading Rubric

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<ul style="list-style-type: none"> • <i>How To Get Better Test Scores,</i> • <i>PSSA Prep</i> • <i>PSSA Coach</i> <p>F. Identify, interpret, describe, analyze concepts and organization of nonfiction literary devices</p> <ul style="list-style-type: none"> • <i>How To Get Better Test Scores</i> • <i>PSSA Prep</i> • <i>PSSA Coach</i> 	<ul style="list-style-type: none"> • Establish topic and purpose in the introduction • Reiterate the topic and purpose in the conclusion • Listen to others <ul style="list-style-type: none"> • Ask probing questions • Contribute to discussions <ul style="list-style-type: none"> • Ask relevant, probing questions • Respond with relevant information • Listen to the contributions of others • Clarify, illustrate, or expand on a response when asked 		

PLANNED COURSE – Grade 6 Reading Basic

Text and Resource List

- Prentice Hall Literature Grade 6 Yellow edition (Copyright 2007)
- Additional supplemental materials
- *Reader's Notebook*
- Novels: One required, no more than two per year
 - The Great Gilly Hopkins*
 - Freaky Friday*
 - The Jungle Book*
- PSSA Coach Assessment Anchors Grade 6, Purple Edition (Copyright 2005)
- PSSA Prep Grade6, Reading Comprehension (Copyright 2004)
- How to Get Better Test Scores Grade 6 Edition (Copyright 2006)
- *Be A Better Reader* Level A
- Prentice Hall provided audio, CD's, tapes, videos, unit resources
- Supplemental materials provided by teacher
- Content Area Reading Skills
- Overhead Teaching Kit: Study Skills Study Skills That Stick

Independent Reading: Students may choose from the intermediate school library, public library, classroom library, or personal library. Must be one every quarter.