

PLANNED COURSE –6TH GRADE READING PROFICIENT

Unit: **Study Skills/Reading Critically in all Content Areas**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
 1.2.8 Learning to Read in the Content Area
 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 (predict, preview, visualize, connect, question, clarify, evaluate) C Question generated outline D Specialized vocabulary words E Types of context clues <ul style="list-style-type: none"> • Antonym • Synonym • Comparison • Contrast • Direct definition (appositive) • Words in a list • Summary • Example F Purpose for reading G Reading rate H Application of content area materials I Organizational skills <ul style="list-style-type: none"> • Class preparation 	<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 in reading • Read and understand essential content of informational text • Write with a sharp, distinct focus 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature</i> Grade 6 and supplemental materials (Yellow Edition) Copyright 2007 • Supplemental materials provided by teacher • <i>Be a Better Reader</i> Level B • Dictionary • Prentice Hall provided audio, CD's, tapes, videos, unit resources <ul style="list-style-type: none"> • Content Area Reading • Overhead Teaching Kit: Study Skills • Study Skills that Stick 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Worksheets • Student generated essays • Teacher generated writing • Individual and/or group presentations • Teacher generated rubric

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Agenda book <p>J How to Study</p> <ul style="list-style-type: none"> • Learning styles • Schedules • Place • Materials <p>K Test taking skills</p> <ul style="list-style-type: none"> • Goal setting <ul style="list-style-type: none"> • Short/long term goals • Time management • Interpreting graphics and charts <p>L Author's purpose</p> <ul style="list-style-type: none"> • To inform • To persuade • To entertain • To express an opinion • To describe/reflect on an experience <p>M Root Words</p> <p>N Affixes</p> <p>O Prefixes (pre, dis, mis, non, inter, extra, post, super, sub)</p>	<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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Course Content	Student Performance	Resources	Assessments
P Suffixes (less, ble, ly, or, ness, ment, er, ship, tion, en) Q Introduction to dictionary skills R Glossary terms <ul style="list-style-type: none"> • Affix • Analysis • Antonym • Appositive • Author's purpose • Context clues • Content specific words • Contrast • Differentiate • Evaluate • Explanatory sentence • Expository Text • Focus • Generalization • Graphic organizer • Headings, graphics, and charts • Homophone 			

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none">• Informational text• Multiple Meaning Words• Nonfiction• Prefix• Print media• Reading critically• Reading rate• Root word• Self-monitor• Subject area• Suffix• Synonym			

PLANNED COURSE –6TH GRADE READING PROFICIENT

Unit: **Nonfiction**

State Curriculum Standard: **1.1.8 Learning to read independently**
1.2.8 Learning to read in all content areas
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Course Content	Student Performance	Resources	Assessments
A Non-Fiction B Paraphrasing C Summarizing (teacher-guided instruction) D Stated main idea E Implied main idea <ul style="list-style-type: none"> Teacher-guided instruction F Drawing conclusions/inferences G Cause and effect H Fact and opinion I Generalizations/bias J Supporting details; essential vs. nonessential details K Identify and describe genre of text L Author's purpose M Vocabulary in context N Text organization <ul style="list-style-type: none"> Sequence/time order Compare and contrast Problem/solution Simple listing 	<ul style="list-style-type: none"> Identify and use common organizational structures and graphics features Identify basic facts and ideas in text using specific strategies Demonstrating after reading understanding and interpretation of nonfiction text <ul style="list-style-type: none"> Make, and support with evidence, assertions about texts Demonstrate fluency and comprehension <ul style="list-style-type: none"> Self correct mistakes Read a variety of genres and types of texts Demonstrate comprehension Read and understand essential content of informational text and documents in all academic areas 	<ul style="list-style-type: none"> <i>Prentice Hall Literature</i> Grade 6 and supplemental materials (Yellow Edition) Copyright 2007 <i>Reader's Notebook</i> Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher Prentice Hall provided audio, CD's, tapes, videos, unit resources <i>Be a Better Reader</i> Level B Dictionary Independent Reading: Student selection from school library, public library, personal library, and classroom 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 Presentation/project(s) Oral individual/group project(s)/ presentation(s)

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Signal words for paragraph patterns Interpret graphics and charts Headings <p>O Source:</p> <ul style="list-style-type: none"> “A Backwoods Boy” “The Shut Out” “Water” Plus two more selections <p>P Glossary Terms:</p> <ul style="list-style-type: none"> Accuracy Analysis Author’s purpose Autobiography Bias Biography Cause and effect Conclusion Content specific Words Context clues Contrast Differentiate 	<ul style="list-style-type: none"> Distinguish between essential and nonessential information across text Draw inferences Evaluate content to determine the author’s purpose Read and understand works of literature Differentiate fact from opinion Draw inferences Evaluate text organization Read and respond to fiction and nonfiction Write with a sharp distinct focus Write using well-developed content appropriate for the topic Write with controlled and/or subtle organization 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Evaluate Explicit Expository text First person Fluency Focus Generalization Genre Graphic organizer Headings, Graphics, and charts Implicit Inference Informational text Main idea Nonfiction Paraphrase Point of view Print media Propaganda Techniques Reading critically Self-Monitor 	<ul style="list-style-type: none"> Listen to others Listen to selections of literature Contribute to discussions Participate in small and large group discussions 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none">• Source (primary and secondary)• Summarize• Third person• Text structure• Validity• Venn diagram			

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Course Content	Student Performance	Resources	Assessments
<p>A Short stories/ oral traditions/novels/ drama</p> <p>B Sources:</p> <ul style="list-style-type: none"> • “Dragon, Dragon” • “The Circuit” • “The Stone” • Plus one more <p>C Drama: “The Phantom Tollbooth – Parts I & II” plus one more.</p> <ul style="list-style-type: none"> • Author’s purpose • Characterization • Character trait (physical description, personality, attitude, reputation) • Literary devices • Cause/Effect • Compare and contrast • Teacher guided summarizing • Inferencing • Drawing conclusions • Main idea/relevant details 	<ul style="list-style-type: none"> • Locate appropriate texts • Identify and use common organizational structures to comprehend instruction • Identify basic facts and ideas in text using specific strategies • Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings • Demonstrate after reading understanding and interpretation of fiction • Compare and Contrast texts using themes, settings, characters and Ideas • Demonstrate fluency and comprehension in reading • Read familiar materials aloud with accuracy • Self-correct mistakes • Use appropriate flow and pronunciation 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature</i> Grade 6 and supplemental materials (Yellow Edition) Copyright 2005 • Novels: (one required; no more than two per year) see resource list • Prentice Hall provided audio, CD’s, tapes, videos, unit resources • Supplemental materials provided by teacher as needed • <i>Be a Better Reader</i> Level B • Independent Reading: Student selection from school library, public library, personal library, and classroom 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/teacher generated essays • Presentation/project(s) • Oral individual/group project(s)/ presentation(s) • Teacher generated rubrics • PSSA Reading Rubric

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<ul style="list-style-type: none"> Plot outline (exposition, rising action, climax, falling action, resolution) <p>D Conflict (character vs. character, character vs. self, character vs. nature, character vs. society)</p> <ul style="list-style-type: none"> Point of view Predicting outcomes Setting (time, place, & environment = five senses) Theme (moral or life lesson) Vocabulary in context <p>E Glossary Terms:</p> <ul style="list-style-type: none"> Alliteration Analysis Author's purpose Cause/effect Characterization Climax Compare Contrast 	<ul style="list-style-type: none"> Read a variety if genres and types of texts Read and understand works of literature Analyze the use of literary elements Analyze the effect of various literary devices Figurative language Analyze drama Read and respond to literature Write with a sharp distinct focus Writing using well-developed content appropriate for the topic Write with teacher controlled organization Listen to others Ask probing questions Listen to selections of literature Relate to previous knowledge 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Conclusion Conflict/problem Context clues Descriptive text Dialogue Differentiate Evaluate Exaggeration Fable Fairy tales Fiction Figurative Language First person Flashback Fluency Focus Folktales Foreshadowing Generalizations Genre Graphic organizer Hyperbole Idiom 	<ul style="list-style-type: none"> Predict content/events Summarize events and identify the significant points Identify and define new words and concepts. Analyze selection Contribute to discussions Ask relevant, probing questions Present support for opinions Paraphrase and summarize, when prompted Respond with relevant Information, ideas or reasons in support of opinions expressed Present support for opinions 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Imagery • Implicit • Inference • Irony • Legend • Literary conflict • Literary devices • Literary elements • Main Idea • Metaphors • Mood • Multiple meaning Words • Narrative • Paraphrase • Personification • Plot • Point of view • Problem solution • Reading critically • Resolution • Retell • Rising action • Setting 			

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<ul style="list-style-type: none">• Simile• Story maps• Summarize• Style• Symbolism• Target words• Theme• Third person• Tone• Venn diagram• Voice			

PLANNED COURSE –6TH GRADE READING PROFICIENT

Unit: **Poetry**

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Course Content	Student Performance	Resources	Assessments
<p>A Poetry</p> <p>B Compare and contrast to other pieces of literature</p> <p>C Figurative language (simile, metaphor, hyperbole)</p> <p>D Onomatopoeia</p> <p>E Hyperbole</p> <p>F Imagery</p> <p>G Metaphor</p> <p>H Sound techniques (meter, alliteration, rhyme, rhythm, repetition)</p> <p>I Personification</p> <p>J Point of view (particularly first and third person)</p> <p>K Simile</p> <p>L Sources:</p> <ul style="list-style-type: none"> • “Oranges” • “Life Doesn’t Frighten Me” • “Adventures of Isabel” • Plus one more selection 	<ul style="list-style-type: none"> • Locate appropriate texts • Identify and use common organizational structures to comprehend instruction • Identify basic facts and ideas in text using specific strategies • Expand a 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, rhyme, meter, and pronunciation • Read a variety if genres and types of texts 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature</i> Grade 6 and supplemental materials (Yellow Edition) Copyright 2005 • Prentice Hall provided audio, CD’s, tapes, videos, unit resources • <i>Reader’s Notebook</i> • Supplemental materials provided by teacher as needed • <i>Be a Better Reader</i> Level B • Independent Reading: Student selection from school library, public library, personal library, and classroom library. 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student/teacher generated essays • Presentation/project(s) • Oral individual/group project(s)/ presentation(s) • Teacher generated rubrics • PSSA Reading Rubric

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Course Content	Student Performance	Resources	Assessments
M Glossary terms: <ul style="list-style-type: none"> Alliteration Analysis Author's purpose Compare Context clues Contrast Descriptive text Differentiate Epic Evaluate Exaggeration Figurative Language First person Fluency Focus Foreshadowing Free verse Genre Hyperbole Idiom Imagery 	<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 Writing using well-developed content appropriate for the topic Write with teacher controlled organization Listen to others Analyze selection Contribute to discussions Ask relevant, probing questions Present support for opinions 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Implicit • Inference • Irony • Limerick • Literary devices • Main Idea • Metaphors • Meter • Mood • Multiple meaning Words • Narrative • Paraphrase • Personification • Poetic purpose • Poetry • Point of view • Reading critically • Retell • Rhyme • Rhythm • Setting • Simile • Summarize 	<ul style="list-style-type: none"> • Paraphrase and summarize, when prompted • Respond with relevant Information, ideas or reasons in support of opinions expressed • Present support for opinions 		

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<ul style="list-style-type: none">• Style• Symbolism• Theme• Third person• Tone• Voice			

PLANNED COURSE –6TH GRADE READING PROFICIENT

Unit: **PSSA Preparation**

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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"> • How to Get Better Test Scores • PSSA Coach • PSSA Prep <p>B Understand nonfiction appropriate to grade level</p> <ul style="list-style-type: none"> • How To Get Better Test Scores • PSSA Coach • PSSA Prep <p>C Interpret, compare, describe, analyze, and evaluate components within and between text</p> <ul style="list-style-type: none"> • How To Get Better Test Scores • PSSA Coach • PSSA Prep 	<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 – Reading, analyzing, and interpreting literature (All Inclusive) • Write with a sharp distinct focus • Writing using well-developed content appropriate for the topic • Write with controlled and/or a subtle organization • Listen to others • Ask probing questions • Contribute to discussions • Ask relevant, probing questions • Present support for opinions 	<ul style="list-style-type: none"> • <input type="checkbox"/> <i>PSSA Coach Assessment Anchors</i> Grade 6 (Purple edition) Copyright 2005 • <i>How to Get Better Test Scores</i> Grade 6 Copyright 2006 • <i>PSSA Prep</i>; Grade 6 Reading Comprehension 2004 (Blue Edition) 	<ul style="list-style-type: none"> • PSSA generated open ended questions • Text exercises • Teacher made tests and quizzes • Worksheets • Student/teacher generated essays • Presentation/project(s) • Oral individual/group project(s)/ presentation(s) • PSSA Reading Rubric

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Course Content	Student Performance	Resources	Assessments
<p>D Identify, interpret, describe and analyze literary devices and fictional in literary nonfictional text</p> <ul style="list-style-type: none"> • How To Get Better Test Scores • PSSA Coach • PSSA Prep <p>E Identify, interpret, describe, and analyze concepts and organization of nonfiction text</p> <ul style="list-style-type: none"> • How To Get Better Test Scores • PSSA Coach • PSSA Prep 	<ul style="list-style-type: none"> • Paraphrase and summarize, when prompted • Respond with relevant • Information, ideas or • Reasons in support of opinions expressed • Present support for opinions 		