

<u>FICTION</u>	<u>NARRATIVE NONFICTION</u>	<u>INFORMATIONAL</u>	REFERENCES AND WORD KNOWLEDGE								
<p>6.5 The student will read and demonstrate comprehension of fiction including <b>SHORT STORY</b></p> <p><b>PLOT: 6.5a &amp; i</b></p> <ul style="list-style-type: none"> <li>Identify <b>plot sequence</b> of events.</li> <li>Use knowledge of narrative structure to aid comprehension and predict outcomes.</li> <li>Summarize story plot.                             <ul style="list-style-type: none"> <li>Use a flow chart to summarize</li> <li>Use a story organizer to summarize</li> </ul> </li> </ul> <p><b>SETTING: 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand setting as place.</li> </ul> <p><b>FIGURATIVE LANGUAGE 6.5j</b></p> <ul style="list-style-type: none"> <li>Describe and Explain figurative language</li> <li>Hyperbole</li> <li>Simile</li> </ul> <p><b>AUTHOR'S CRAFT 6.5c</b></p> <ul style="list-style-type: none"> <li>Describe how images of sight, sound, smell impact the reader.</li> <li>Describe how imagery contributes to the meaning of a text.</li> </ul> <p><b>THEME 6.5a</b></p> <ul style="list-style-type: none"> <li>Determine the central idea or theme.</li> </ul> <p><b>READING SKILL</b></p> <ul style="list-style-type: none"> <li>Use information explicitly stated in the text and own background knowledge to make, confirm and revise predictions</li> <li>Use information stated explicitly in the text to draw conclusions.</li> </ul>	<p>6.5 The student will read and demonstrate comprehension of narrative nonfiction</p> <p><b>STORYLINE 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand storyline as writer's map for what happens, how it happens, to whom it happens and when it happens.</li> <li>Understand conflicts                             <ul style="list-style-type: none"> <li>External: between two people.</li> <li>Internal: within a person.</li> </ul> </li> <li>Explain the interaction between the characteristics of the subject/person of the nonfiction selection and the sequence of events.</li> </ul> <p><b>FIGURATIVE LANGUAGE 6.5j</b></p> <ul style="list-style-type: none"> <li>Describe and Explain figurative language</li> <li>Hyperbole</li> <li>Simile</li> </ul> <p><b>AUTHOR'S CRAFT 6.5c</b></p> <ul style="list-style-type: none"> <li>Describe how <b>IMAGERY</b> of sight, sound small                             <ul style="list-style-type: none"> <li>Contributes to the meaning of a text.</li> <li>Reflects the author's purpose.</li> <li>Impacts the reader.</li> </ul> </li> </ul> <p><b>READING SKILL (ONGOING) 6.5f &amp; I</b></p> <ul style="list-style-type: none"> <li>Use information stated explicitly and implicitly in the text to make inferences.</li> <li>Use information explicitly stated in the text and own background knowledge to make, confirm and</li> </ul>	<p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts: <b>INFORMATIONAL SELECTIONS.</b></p> <p><b>PATTERNS OF ORGANIZATION 6.6j</b></p> <ul style="list-style-type: none"> <li>Use signal words to recognize how information</li> <li>Recognize an author's patterns of organization                             <ul style="list-style-type: none"> <li>Chronological/sequential.</li> <li>Comparison/contrast.</li> <li>Cause and effect.</li> <li>Problem-solution.</li> <li>Generalization or principle.</li> </ul> </li> </ul> <p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts, samples: <b>RECIPES &amp; DIRECTIONS.</b></p> <p><b>CHRONOLOGICAL/SEQUENTIAL, etc 6.6j</b></p> <ul style="list-style-type: none"> <li>Use signal words to recognize how information is organized.</li> <li>Organize information by using graphic organizers</li> <li>Timeline</li> <li>Flowchart</li> <li>Use graphic organizers to create a summary.</li> </ul>	<p>6.4 The student will read and learn the meaning of unfamiliar words and phrases: <b>APPLY KNOWLEDE OF REFERENCES.</b></p> <p><b>WORD REFERENCE MATERIALS 6.4e</b></p> <ul style="list-style-type: none"> <li>Select an appropriate resource for a given task.                             <ul style="list-style-type: none"> <li>Thesaurus</li> <li>Dictionary</li> </ul> </li> <li>Use an appropriate resource for a given task.                             <ul style="list-style-type: none"> <li>Use thesauruses</li> <li>Use glossaries</li> <li>Use dictionaries</li> </ul> </li> </ul> <p><b>WORD ORIGIN 6.4a</b></p> <p>Use a dictionary entry to identify the origin of a word</p> <ul style="list-style-type: none"> <li>Locate origin within brackets</li> <li>Identify the word origin in an dictionary entry</li> </ul> <p><b>INFLECTED WORD ENDINGS</b></p> <ul style="list-style-type: none"> <li>Apply understanding of how to                             <ul style="list-style-type: none"> <li>make nouns plural (-s/ -es)</li> <li>make comparison forms of adjectives &amp; adverbs (-er/ -est)</li> </ul> </li> </ul> <p><b>DERIVATIONAL SUFFIXES 6.4b</b></p> <ul style="list-style-type: none"> <li>Apply understanding of how suffixes change the way the word is used                             <table border="0" style="margin-left: 20px;"> <tr> <td>• -ful</td> <td>• -ous</td> </tr> <tr> <td>• -ness</td> <td>• -y</td> </tr> <tr> <td>• -less</td> <td>• -ic</td> </tr> <tr> <td>• -ish</td> <td></td> </tr> </table> </li> </ul>	• -ful	• -ous	• -ness	• -y	• -less	• -ic	• -ish	
• -ful	• -ous										
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• -ish											

	<p>revise predictions.</p> <ul style="list-style-type: none"><li>• Use information state explicitly in the text to draw conclusions.</li></ul>	<p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts, including <b>ENCYCLOPEDIA, INFORMATIONAL ARTICLE &amp; TEXTBOOK.</b></p> <p><b>TEXT FEATURES 6.6a</b></p> <ul style="list-style-type: none"><li>• Identify questions to be answered by using text features such as: boldface and italics type; type font, size, and color; vocabulary; graphics or photographs; headings and subheadings.</li></ul> <p><b>READING SKILL (ONGOING) 6.6c, d, e, &amp; h</b></p> <ul style="list-style-type: none"><li>• Identify a question answered in a paragraph.</li><li>• Make, revise and confirm predictions to aid comprehension.</li><li>• Use information stated explicitly in the text to make inferences.</li><li>• Summarize information.</li><li>• Identify what information could be added to appropriately develop a specific portion of the text</li></ul>	<p><b>SUFFIXES</b></p> <ul style="list-style-type: none"><li>• Apply understanding of how suffixes change meaning. e.g., -hood</li></ul> <p><b>PREFIXES 6.4b</b></p> <ul style="list-style-type: none"><li>• Apply understanding of how prefixes change meaning<ul style="list-style-type: none"><li>• dis-                      • un-</li><li>• pre-                      • non-</li><li>• re-                        • in-</li></ul></li></ul> <p><b>CONTEXT CLUES 6.4c</b></p> <ul style="list-style-type: none"><li>• Apply knowledge of how context clues are used to clarify the meaning of a word.<ul style="list-style-type: none"><li>• Direct explanation</li><li>• Definition</li><li>• Synonyms</li></ul></li></ul> <p><b>FIGURATIVE LANGUAGE 6.4d</b></p> <ul style="list-style-type: none"><li>• Identify figurative language<ul style="list-style-type: none"><li>• Hyperbole.</li></ul></li><li>• Identify figurative language<ul style="list-style-type: none"><li>• Simile</li></ul></li></ul>
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<u>FICTION</u>	<u>NARRATIVE NONFICTION</u>	<u>INFORMATIONAL</u>	<u>REFERENCES AND WORD KNOWLEDGE</u>
<p>6.5 The student will read and demonstrate comprehension of fiction including <b>SHORT STORY</b></p> <p><b>PLOT 6.5a</b></p> <ul style="list-style-type: none"> <li>Explain how <b>plot development</b> is used in a selection to support a central conflict.</li> </ul> <p><b>SETTING 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand setting as time and place.</li> <li>Identify the <b>mood</b> of the text.                             <ul style="list-style-type: none"> <li>Identify and explain how the author's word choice and use of imagery contribute to the mood.</li> </ul> </li> </ul> <p><b>CHARACTER DEVELOPMENT 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand that <b>character traits</b> are revealed by                             <ul style="list-style-type: none"> <li>What a character does.</li> <li>What a character says and thinks.</li> <li>How other characters respond to a character.</li> </ul> </li> <li>Explain how a character is feeling; use text evidence to support.</li> </ul> <p><b>AUTHOR'S CRAFT 6.5c</b></p> <ul style="list-style-type: none"> <li>Describe how word choice contributes to the meaning of a text.</li> <li>Describe author's purpose for using specific words and how word choice impacts the reader.</li> <li>Explain what the author is saying through his/her use of figurative language.</li> </ul>	<p>6.5 The student will read and demonstrate comprehension of <b>NARRATIVE NONFICTION</b>.</p> <p><b>CHARACTER (SUBJECT) DEVELOPMENT 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand that a person's <b>character traits</b> are revealed by                             <ul style="list-style-type: none"> <li>What a person does.</li> <li>What a person says and reports to think.</li> <li>How other people respond to the person.</li> </ul> </li> </ul> <p><b>SETTING 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand setting as time.</li> </ul> <p><b>AUTHOR'S CRAFT 6.5c</b></p> <ul style="list-style-type: none"> <li>Describe how <b>WORD CHOICE</b> contributes to the meaning of a text.                             <ul style="list-style-type: none"> <li>Reflects the author's purpose.</li> <li>Impacts the reader.</li> </ul> </li> </ul> <p><b>STORYLINE 6.5a &amp; i</b></p> <ul style="list-style-type: none"> <li>Identify sequence of events.</li> <li>Use knowledge of narrative structure to aid comprehension and predict outcomes.</li> <li>Summarize important events.</li> <li>Explain the significance of details</li> </ul> <p><b>SETTING 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand setting as place &amp; time</li> </ul> <p><b>AUTHOR'S CRAFT 6.5c and i</b></p> <ul style="list-style-type: none"> <li>Describe how imagery contributes to the meaning of a text.</li> <li>Describe how images impact the reader.</li> <li>Explain why the author chose to tell the events he/she did. How do they help the reader understand the subject of the narrative?</li> </ul>	<p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts, including <b>FLYER, BROCHURE &amp; APPLICATION</b>.</p> <p><b>VOCABULARY 6.4f</b></p> <ul style="list-style-type: none"> <li>Use context to determine meanings of unfamiliar words and technical vocabulary. ( See <b>REFERENCES AND WORD KNOWLEDGE</b> for types of context.)</li> </ul> <p><b>MAIN IDEA AND DETAILS 6.6g &amp; h</b></p> <ul style="list-style-type: none"> <li>Organize the main idea and details using                             <ul style="list-style-type: none"> <li>Bubble/cluster map.</li> <li>Outline.</li> </ul> </li> <li>Use graphic organizer to create a summary.</li> <li>Identify important information and supportive details</li> </ul> <p><b>MESSAGE 6.6e</b></p> <ul style="list-style-type: none"> <li>Understand stated and implied author's message.</li> </ul> <p>6.6 The student will read and demonstrate comprehension of a variety of informational selections including <b>BIOGRAPHICAL ARTICLE</b>.</p> <p><b>COMPARE AND CONTRAST 6.6i &amp; h</b></p> <ul style="list-style-type: none"> <li>Use signal words to recognize how information is organized.</li> <li>Compare and contrast information about one topic by using graphic organizers                             <ul style="list-style-type: none"> <li>Venn diagram</li> <li>Two-column/T-chart</li> </ul> </li> <li>Use graphic organizers to create a summary.</li> </ul>	<p>6.4 The student will read and learn the meaning of unfamiliar words and phrases.</p> <p><b>ANALOGIES 6.4b</b></p> <ul style="list-style-type: none"> <li>Select another pair of words that demonstrate the same relationship as                             <ul style="list-style-type: none"> <li>Synonyms pair (small : little).</li> <li>Object/action pair (ear : hear).</li> <li>Antonym pair (up : down).</li> <li>Animal/habitat pair (bee : hive).</li> </ul> </li> </ul> <p><b>INFLECTED WORD ENDINGS 6.4b</b></p> <ul style="list-style-type: none"> <li>Apply understanding of how to change tense of verbs (-s, -ed, -ing)</li> </ul> <p><b>CONTEXT CLUES &amp; SENTENCE STRUCTURE 6.6c</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of how context clues are used to clarify the meaning of a word.                             <ul style="list-style-type: none"> <li>Inference.</li> <li>Signal words.</li> <li>Contrast.</li> <li>Antonyms.</li> </ul> </li> </ul> <p><b>DERIVATIONAL SUFFIXES 6.4b</b> Apply understanding of how suffixes change the way the word is used</p> <ul style="list-style-type: none"> <li>-al</li> <li>-able</li> <li>-ment</li> <li>-ly</li> <li>-ion</li> <li>(-tion/-sion)</li> </ul> <p><b>LATIN AND GREEK ROOTS 6.4b</b></p> <ul style="list-style-type: none"> <li>Apply understanding.                             <ul style="list-style-type: none"> <li>tele</li> <li>frag</li> <li>spec</li> <li>auto</li> <li>phon</li> <li>therm</li> <li>bio</li> <li>meter</li> </ul> </li> </ul>

<p><b>FIGURATIVE LANGUAGE 6.5j</b></p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Hyperbole</li> <li>• Metaphor</li> </ul> <p><b>READING SKILL 6.5i</b></p> <ul style="list-style-type: none"> <li>• Use information stated explicitly in the text to make inferences.</li> </ul> <p>6.5 The student will read and demonstrate comprehension of fiction including <b>HISTORICAL FICTION</b> written as story or as letter</p> <p><b>PLOT 6.5a</b> Understand plot as writer’s map for what happens, how it happens, to whom it happens and when it happens.</p> <p>Understand plot as the development of the central conflict and resolutions.</p> <p>Understand <b>plot conflicts</b> as being</p> <ul style="list-style-type: none"> <li>• External: between two characters.</li> <li>• Internal: within a character.</li> </ul> <p>Explain how character development is used in a selection to support a central conflict.</p> <p><b>AUTHOR’S CRAFT 6.5c</b> Describe how imagery contributes to the meaning of a text.</p> <p>Describe author’s purpose for using specific images and how the images impact the reader.</p> <p><b>READING SKILL (ONGOING) 6.5f</b> Use information stated explicitly in the text to</p> <ul style="list-style-type: none"> <li>• Make inferences.</li> <li>• Draw conclusions.</li> </ul>	<p><b>READING SKILL 6.5f</b></p> <ul style="list-style-type: none"> <li>• Use information stated explicitly in the text to make inferences.</li> <li>• Use information stated explicitly in the text to draw conclusions.</li> </ul>	<p><b>READING SKILLS 6.6b, c, d</b></p> <ul style="list-style-type: none"> <li>• Identify a question answered in a paragraph.</li> <li>• Activate prior knowledge prior to reading.</li> <li>• Use PREDICTIONS to aid comprehension <ul style="list-style-type: none"> <li>• Make Predictions: identify explicitly stated information used to make predictions.</li> <li>• Confirm Predictions: locate explicitly stated information to confirm predictions.</li> <li>• Revise Predictions: : use explicit and implicit information to rethink predictions. Explain reasoning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• photo</li> <li>• man</li> <li>• scrib/scrip</li> <li>• graph</li> </ul>
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<u>FICTION</u>	<u>POETRY</u>	<u>NARRATIVE NONFICTION</u>	<u>INFORMATIONAL</u>	REFERENCES AND WORD KNOWLEDGE
<p><b>6.5 The student will read and demonstrate comprehension of a variety of fiction: may include <b>NOVEL</b> and <b>DRAMA</b></b></p> <p><b><u>PLOT</u> 6.5a &amp; k</b></p> <ul style="list-style-type: none"> <li>Describe <a href="#">cause-effect</a> relationships and their impact on plot.</li> <li>Use story map to show cause/effect relationship of plot development.</li> </ul> <p><b><u>SETTING</u> 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand setting as duration in a story.</li> <li>Identify the <a href="#">mood/</a> atmosphere of the text</li> </ul> <p><b><u>CHARACTER DEVELOPMENT</u> 6.5a</b></p> <ul style="list-style-type: none"> <li>Use two-column chart/T-chart to record changes in character as a result of incidents in the plot.</li> </ul> <p><b><u>AUTHOR'S CRAFT</u> 6.4c &amp; d</b></p> <ul style="list-style-type: none"> <li>Recognize the author's tone by analyzing use of                     <ul style="list-style-type: none"> <li>Word choice.</li> <li>Sentence formation.</li> <li>Imagery.</li> <li>Figurative language.</li> <li>Language patterns.</li> </ul> </li> </ul> <p><b>6.5 The student will read and demonstrate comprehension of a variety of fiction including <b>ALL FORMS STUDIED</b></b></p>	<p><b>6.5 The student will read and demonstrate comprehension of poetry including <b>RHYMED AND FREE VERSE; HAIKU AND LIMERICK</b></b></p> <p><b><u>FIGURATIVE LANGUAGE</u> 6.5c &amp; j</b></p> <ul style="list-style-type: none"> <li>Describe the images created by language                     <ul style="list-style-type: none"> <li>Simile.</li> <li>Metaphor.</li> <li>Sound devices—rhyme and rhythm</li> </ul> </li> </ul> <p><b><u>AUTHOR'S CRAFT</u> 6.4d</b></p> <ul style="list-style-type: none"> <li>Describe the author's purpose/desired impact on the reader for using                     <ul style="list-style-type: none"> <li>Onomatopoeia.</li> <li>Alliteration.</li> <li>Repetition.</li> </ul> </li> <li>Describe the impact of images on the reader.</li> <li>Describe how word choice and imagery create meaning for the reader.</li> <li>Recognize the author's tone by analyzing use of                     <ul style="list-style-type: none"> <li>Word choice.</li> <li>Sentence formation.</li> <li>Imagery.</li> <li>Figurative language.</li> <li>Language patterns.</li> </ul> </li> </ul> <p><b><u>THEME</u> 6.5a</b></p> <ul style="list-style-type: none"> <li>Identify how one or more theme(s) is developed                     <ul style="list-style-type: none"> <li>Support with details from the text</li> </ul> </li> </ul> <p><b><u>READING SKILL</u> 6.5f (ONGOING)</b></p> <ul style="list-style-type: none"> <li>Use information stated explicitly in the text to                     <ul style="list-style-type: none"> <li>Make inferences</li> </ul> </li> </ul>	<p><b>6.5 The student will read and demonstrate comprehension of variety of narrative nonfiction including <b>ALL FORMS STUDIED</b></b></p> <p><b><u>STORYLINE of NARRATIVE ARTICLE</u> 6.6k</b></p> <ul style="list-style-type: none"> <li>Use flow chart to show <a href="#">cause/effect</a> relationship of events.</li> </ul> <p><b><u>CHARACTER DEVELOPMENT</u> 6.5a</b></p> <ul style="list-style-type: none"> <li>Use a comparison/contrast organizer that identifies specific points in a person's life/events/incidents that at signify character's and record the what the person was like before and after the event</li> </ul> <p><b><u>READING SKILL</u> 6.5f (ONGOING)</b></p> <ul style="list-style-type: none"> <li>Use information stated explicitly in the text to                     <ul style="list-style-type: none"> <li>Make inferences about person and cause/effect relationships</li> </ul> </li> <li>Draw conclusions regarding how a person changes and cause/effect relationships</li> <li>Justify inferences and conclusions using information from the text</li> </ul>	<p><b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts: <b>TEXTBOOK SELECTIONS, ARTICLES, EXPLANATIONS OF PROCESSES</b></b></p> <p><b><u>MESSAGE</u> 6.6e</b></p> <ul style="list-style-type: none"> <li>Understand stated and implied author's message.</li> <li>Use organizational patterns to aid comprehension</li> </ul> <p><b><u>CAUSE/EFFECT</u> 6.6k</b></p> <ul style="list-style-type: none"> <li>Use *signal words to recognize how information is organized.</li> <li>Organize the main idea and details using <a href="#">cause/effect</a> graphic organizer.</li> <li>Use graphic organizer to create a summary.</li> </ul> <p><b><u>PROBLEM-SOLUTION</u> 6.6j</b></p> <ul style="list-style-type: none"> <li>Use *signal words to recognize how information is organized.</li> <li>Organize the main idea and details using                     <ul style="list-style-type: none"> <li><a href="#">Problem-solution</a> graphic organizer</li> <li>Outline.</li> </ul> </li> </ul> <p><b><u>GENERALIZATION OR PRINCIPLE</u> 6.6j</b></p> <ul style="list-style-type: none"> <li>Use *signal words to recognize how</li> </ul>	<p><b>6.4 The student will read and learn the meaning of unfamiliar words and phrases. <b>APPLY KNOWLEDGE OF REFERENCES.</b></b></p> <p><b><u>CONTEXT CLUES &amp; SENTENCE STRUCTURE</u> 6.4c</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of how context clues are used to clarify the meaning of an unknown word and difference among multiple meaning words.                     <ul style="list-style-type: none"> <li>Examples.</li> <li>Restatement.</li> </ul> </li> </ul> <p><b><u>ANALOGIES</u> 6.4</b></p> <ul style="list-style-type: none"> <li>Select another pair of words that demonstrate the same relationship as                     <ul style="list-style-type: none"> <li>Source/product pair. tree : lumber.</li> <li>Part/whole pair paw : dog.</li> </ul> </li> </ul> <p><b><u>WORD REFERENCE MATERIALS</u> 6.4e</b></p> <ul style="list-style-type: none"> <li>Select a specialized dictionary as the appropriate resource for a given task.</li> <li>Use online word-reference sources (dictionary &amp; thesaurus).</li> <li>Use a dictionary to identify the origin of a word.</li> <li>Locate origin within brackets. [ ]</li> </ul>

**PLOT 6.5k**

- Use flow chart to show cause/effect relationship of plot development.

**CHARACTER DEVELOPMENT 6.5a**

- Use a comparison/contrast organizer that identifies specific points/attitudes/belief that demonstrate a character's change from the beginning of a story to the end.

**READING SKILL 6.6e (ONGOING)**

- Use information stated explicitly in the text to
  - Make inferences about characters, setting, cause/effect relationships and elements of author's craft.
- Draw conclusions setting, cause/effect relationships and choices the author has made
- Justify inferences and conclusions using information from the text

- Draw conclusions that explain the use of figurative language, imagery, tone, rhyme & rhythm, and the development of a theme.
- Justify inferences and conclusions using information from the text

**6.6 The student will read and demonstrate comprehension of narrative nonfiction including PERSONAL ESSAY or MEMOIRE**

**CHARACTER DEVELOPMENT 6.6k**

- Understand changes in people as a result of the events and conflicts.

**FIGURATIVE LANGUAGE 6.4d**

- Describe the images created by languages
  - Simile.
  - Metaphor.

**AUTHOR'S MESSAGE 6.6g & h**

- Identify main idea.
- Summarize main events.
- Paraphrase.

**AUTHOR'S CRAFT 6.5c**

- Repetitions & Alliteration
  - Contribute to the meaning of a text.
  - Impact the reader.
- Viewpoint: identify the author's
  - Opinion.
  - Bias.

**READING SKILL 6.6e (ONGOING)**

- Use information stated explicitly or implied in the text to draw conclusions about
  - Figurative language.
  - Author's message.
  - Author's viewpoint.

information is organized.

- Create generalization or statement of principle that identifies the author's point—the conclusion that should be drawn.
- Organize information by using graphic organizers
  - Tree Organizer.
  - Outline.

**RESEARCH 6.9**

- Select appropriate sources of information based on the purpose for reading.

**READING SKILL 6.6l & h (ONGOING)**

- Identify a question answered in a paragraph.
- Make, revise and confirm predictions to aid comprehension.
- Use information stated explicitly or implied in the text to make inferences.
- Summarize by using the following strategies
  - Delete trivia & redundancy.
  - Substitute a general term for a list.
- Find or create a main idea statement.

**PREFIXES 6.4b**

- Apply understanding of how prefixes change meaning.
  - anti-                      • sub-
  - auto-                      • poly-
  - tri-                         • micro-

**GENERAL REFERENCE MATERIALS 6.4e**

- Select an appropriate resource for a given task.
  - Encyclopedia.
    - general
    - specialized
  - Atlas or globes.
  - Almanacs.
  - Directories.
  - General & specific databases.

<u>FICTION</u>	<u>POETRY</u>	<u>NARRATIVE NONFICTION</u>	<u>INFORMATIONAL</u>	REFERENCES AND WORD KNOWLEDGE
<p><b>6.5 The student will read and demonstrate comprehension of fiction including FOLK LITERATURE TRADITIONAL TALES (e.g., myth, fable, tall tale, trickster tale, folktale)</b></p> <p><b>CHARACTER DEVELOPMENT 6.5g</b></p> <ul style="list-style-type: none"> <li>Understand and be able to explain changes in characters as a result of the plot conflict and events.</li> </ul> <p><b>THEME 6.5a</b></p> <ul style="list-style-type: none"> <li>Identify explicit and implied theme(s) and support with details from the text</li> </ul> <p><b>FIGURATIVE LANGUAGE 6.4d</b></p> <ul style="list-style-type: none"> <li>Describe and explain the images created by languages                             <ul style="list-style-type: none"> <li>Simile.</li> <li>Hyperbole.</li> </ul> </li> </ul> <p><b>AUTHOR'S CRAFT 6.4d</b></p> <ul style="list-style-type: none"> <li>Describe the author's purpose for using                             <ul style="list-style-type: none"> <li>Onomatopoeia.</li> <li>Alliteration.</li> <li>Repetition</li> </ul> </li> </ul> <p><b>READING SKILL 6.5f (ONGOING)</b></p> <ul style="list-style-type: none"> <li>Use information stated explicitly or implicitly in the text to                             <ul style="list-style-type: none"> <li>Make inferences about character development, theme, and why the author used the language s/he did.</li> </ul> </li> </ul>	<p><b>6.5 The student will read and demonstrate comprehension of narrative poetry including BALLAD/ NARRATIVE POETRY</b></p> <p><b>SETTING 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand setting as time, place, and duration.</li> </ul> <p><b>CHARACTER 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand that <u>character traits</u> are revealed by                             <ul style="list-style-type: none"> <li>What a character does.</li> <li>What a character says and thinks.</li> <li>How other characters respond to a character.</li> </ul> </li> <li>Understand changes in characters as a result of the internal and external plot conflict and events.                             <ul style="list-style-type: none"> <li>Use a Venn diagram to record changes.</li> <li>Use a two-column chart to record changes.</li> </ul> </li> <li>Explain how <u>character development</u> is used in a poem to support a story.</li> </ul> <p><b>PLOT/STORY 6.5d</b></p> <ul style="list-style-type: none"> <li>Understand <u>plot as sequence of events</u> in the story/storyline</li> <li>Understand <u>plot conflicts</u> as being                             <ul style="list-style-type: none"> <li>External: between two characters.</li> <li>Internal: within a character.</li> </ul> </li> <li>Understand plot as the development of a central conflict and resolution.</li> <li>Describe <u>cause-effect</u></li> </ul>	<p><b>6.6 The student will read and demonstrate comprehension of narrative nonfiction including BIOGRAPHY/ AUTOBIOGRAPHY</b></p> <p><b>STORYLINE 6.5g</b></p> <ul style="list-style-type: none"> <li>Describe <u>cause-effect</u> relationships and their impact on a sequence of events.</li> <li>Use story map to show cause/effect relationship.</li> </ul> <p><b>CHARACTER DEVELOPMENT 6.5g</b></p> <ul style="list-style-type: none"> <li>Use two-column chart/T-chart to record changes in person as a result of incidents and events.</li> </ul> <p><b>SETTING 6.5a</b></p> <ul style="list-style-type: none"> <li>Understand <u>setting</u> as duration in a story.</li> <li>Explain the historical context and its impact on the subject's life</li> </ul> <p><b>AUTHOR'S CRAFT 6.5f</b></p> <ul style="list-style-type: none"> <li>Use of point of view to distinguish between biography and autobiography.</li> </ul> <p><b>READING SKILL 6.5f (ONGOING)</b></p> <ul style="list-style-type: none"> <li>Use information stated explicitly in the text to                             <ul style="list-style-type: none"> <li>Make inferences about character/subject development—influencing factors on person's life, and about a subject's actions</li> </ul> </li> <li>Draw conclusions about the time period's impact on the subject and the subject's impact on the time period</li> </ul>	<p><b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts: INFORMATIONAL SELECTIONS</b></p> <p><b>MESSAGE 6.6e</b></p> <ul style="list-style-type: none"> <li>Understand the author's stated or implied author's message and purpose</li> </ul> <p><b>VOCABULARY 6.4b</b></p> <ul style="list-style-type: none"> <li>Use structural analysis and reference sources to determine meanings of unfamiliar words and technical vocabulary.</li> </ul> <p><b>PATTERNS OF ORGANIZATION 6.6j</b></p> <ul style="list-style-type: none"> <li>Recognize an author's <u>patterns of organization</u> <ul style="list-style-type: none"> <li>Chronological/sequential.</li> <li>Comparison/contrast.</li> <li>Cause and effect.</li> <li>Problem-solution.</li> <li>Generalization or principle.</li> </ul> </li> </ul> <p><b>READING SKILL 6.6c, d, e, g &amp; h (ONGOING)</b></p> <ul style="list-style-type: none"> <li>Identify a question answered in a paragraph.</li> <li>Make, revise and confirm predictions to aid comprehension.</li> <li>Use information stated explicitly or implied in the text to                             <ul style="list-style-type: none"> <li>Make inferences that clarify how information is related e.g. cause/effect, problem/solution</li> <li>Draw conclusions about the author's message, ideas to support the author's message, and the author's</li> </ul> </li> </ul>	<p><b>6.9 The student will find, evaluate, and select appropriate resources for a research product.</b></p> <p><b>GENERAL REFERENCE MATERIALS 6.4e</b></p> <ul style="list-style-type: none"> <li>Select an appropriate resource for a given task.                             <ul style="list-style-type: none"> <li>Almanacs.</li> <li>Directories.</li> <li>General &amp; specific databases.</li> </ul> </li> <li>Internet resources.                             <ul style="list-style-type: none"> <li>Identify search terms.</li> <li>Evaluate search results to find the best resource for a given topic</li> </ul> </li> </ul> <p><b>CONTEXT CLUES &amp; SENTENCE STRUCTURE 6.4c</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of how context clues are used to clarify the meaning and difference among multiple meaning words.                             <ul style="list-style-type: none"> <li>Definition.</li> <li>Contrast or Antonyms</li> <li>Restatement or Synonyms</li> <li>Inference</li> <li>Signal Words</li> </ul> </li> <li>Understand how punctuation                             <ul style="list-style-type: none"> <li>Quotation marks (showing the word has a special meaning)</li> <li>Dashes ,</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Draw conclusions about the author's opinion about the theme and his/her attitude toward the characters.</li> </ul>	<p>relationships and their impact on plot.</p> <ul style="list-style-type: none"> <li>• Use a flowchart to show <a href="#">cause/effect</a> relationships in plot.</li> <li>• Summarize events.</li> </ul> <p><b>AUTHOR'S CRAFT 6.4d &amp; 6.5f</b></p> <ul style="list-style-type: none"> <li>• Describe the author's purpose for using <ul style="list-style-type: none"> <li>• Onomatopoeia.</li> <li>• Alliteration.</li> <li>• Repetition.</li> </ul> </li> <li>• Recognize the author's tone by analyzing use of <ul style="list-style-type: none"> <li>• Word choice.</li> <li>• Sentence formation.</li> <li>• Imagery.</li> <li>• Figurative language.</li> <li>• Language patterns.</li> </ul> </li> </ul> <p><b>READING SKILL 6.5f (ONGOING)</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of narrative structure to aid comprehension and prediction outcomes.</li> <li>• Use information explicitly stated or implied in the text to <ul style="list-style-type: none"> <li>• Make inferences about characters, setting, and plot.</li> <li>• Draw conclusions about the author's attitude toward the characters and use language.</li> </ul> </li> </ul> <p><b>6.5 The student will read and demonstrate comprehension of poetry including RHYMED AND FREE VERSE; HAIKU AND LIMERICK</b></p> <p><b>FIGURATIVE LANGUAGE 6.4d</b></p> <ul style="list-style-type: none"> <li>• Describe the images created by language and author's purpose for using <ul style="list-style-type: none"> <li>• Simile.</li> <li>• Hyperbole.</li> <li>• Onomatopoeia.</li> <li>• Alliteration.</li> </ul> </li> </ul> <p><b>AUTHOR'S CRAFT 6.4c &amp; d</b></p> <ul style="list-style-type: none"> <li>• Describe the author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a conclusion about the author's message.</li> </ul>	<p>purpose.</p> <ul style="list-style-type: none"> <li>• Use text evidence to support inferences and conclusions</li> </ul> <ul style="list-style-type: none"> <li>• Summarize information.</li> </ul> <ul style="list-style-type: none"> <li>• Identify which section of a text would include specific information <ul style="list-style-type: none"> <li>• Use text features to identify the topic of a section of the text</li> <li>• Use patterns of organization to understand the relationship of details to a subtopic</li> <li>• Use details and main idea</li> </ul> </li> </ul>	<p>parentheses or brackets (enclosing a definition)</p> <ul style="list-style-type: none"> <li>• Italics (showing the word will be defined).</li> </ul> <p><b>LATIN AND GREEK 6.4b</b></p> <ul style="list-style-type: none"> <li>• Apply understanding <ul style="list-style-type: none"> <li>• tele</li> <li>• phon</li> <li>• frag</li> <li>• therm</li> <li>• spec</li> <li>• bio</li> <li>• auto</li> <li>• meter</li> <li>• photo</li> <li>• graph</li> <li>• man</li> <li>• scrib/scrip</li> </ul> </li> <li>• Apply understanding of all previously studied prefixes, suffixes and roots.</li> </ul>
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	<p>for using</p> <ul style="list-style-type: none"><li>• Onomatopoeia.</li><li>• Alliteration.</li><li>• Repetition.</li></ul> <ul style="list-style-type: none"><li>• Describe the impact of images on the reader.</li><li>• Describe how word choice and imagery create meaning for the reader.</li><li>• Recognize the author's tone by analyzing use of<ul style="list-style-type: none"><li>• Word choice.</li><li>• Sentence formation.</li><li>• Imagery.</li><li>• Figurative language.</li><li>• Language patterns.</li></ul></li></ul> <p><b>THEME 6.5a</b></p> <ul style="list-style-type: none"><li>• Identify the theme(s) and use evidence from the text to support your theme conclusion</li></ul> <p><b>READING SKILL 6.5f (ONGOING)</b></p> <ul style="list-style-type: none"><li>• Use information stated explicitly or implied in the text to<ul style="list-style-type: none"><li>• Make inferences regarding the author's craft</li><li>• Draw conclusions the author's attitude toward the subject and use language.</li></ul></li></ul>			
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