

# **Scranton School District**

## **Planned Instruction**

### **Reading**

### **Grade 6**

**SUBJECT AREA:** Reading

**GRADE/COURSE:** 6

**Standard And Strand** 1.1 Learning to Read Independently.

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
Identify purpose for reading.	Locate appropriate texts for an assigned purpose.	Graphic organizers
Use word recognition skills.	Use these words accurately in speaking and writing.	Teacher observation/discussion
Develop vocabulary.	Correctly identify words using a dictionary or related reference when appropriate.	Formal assessments
Comprehend and interpret reading materials.	Respond critically to the major ideas/themes or procedures of the text.	Performance tasks
Read fluently.	Read familiar materials aloud with accuracy. Self correct mistakes. Use appropriate rhythm, flow, meter and pronunciation. Read a variety of genres and types of texts.	Teacher-constructed assessments
		Publisher constructed assessments
		Oral reading assessments

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**Standard And Strand** 1.2 Reading Critically in all Content Areas

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Read and understand essential content of informational texts and documents in all academic areas.</p> <p>Use and understand a variety of media and evaluate the quality of materials produced.</p>	<p>Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media, newspapers, magazines and periodicals.</p> <p>Make inferences and draw conclusions based on a variety of information sources.</p> <p>Utilize resources that go beyond traditional text to electronic media, newspapers, magazines and periodicals.</p> <p>Use a variety of media and compare the information presented.</p>	<p>Graphic organizers</p> <p>Teacher observation/discussion</p> <p>Formal assessments</p> <p>Performance tasks</p> <p>Teacher-constructed assessments</p> <p>Publisher constructed assessments</p>

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**Standard And Strand** 1.3 Reading, Analyzing and Interpreting Literature

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Read and understand works of literature.</p> <p>Compare and contrast the use of literary elements within and among texts, including characters, setting, plot, theme and point of view.</p> <p>Compare and contrast the use of literary devices.</p>	<p>Respond critically to nonfiction and fiction, including poetry and drama.</p> <p>Sound techniques: rhyme, rhythm, meter, alliteration.</p>	<p>Graphic organizers</p> <p>Teacher observation/discussion</p> <p>Formal assessments</p> <p>Performance tasks</p> <p>Teacher-constructed assessments</p> <p>Publisher constructed assessments</p> <p>Oral reading assessments</p>

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**Standard And Strand** 1.4 Types of Writing

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write short stories, poems and plays.</p> <p>Write multi-paragraph informational pieces: descriptions, letters, reports, instructions, essays, newspaper articles, and interviews.</p> <p>Write persuasive essays.</p>	<p>Relevant illustrations, dialogue, a literary conflict.</p> <p>A problem and its solution, cause and effect, relevant graphics: maps, charts, graphs, tables, illustrations or photographs.</p> <p>A clearly stated position or opinion.</p> <p>Developed reader interest.</p>	<p>Prompts</p> <p>PA Reading Rubric/Scoring Guide</p>

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**Standard And Strand** 1.5 Quality of Writing

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
Develop a specific focus.  Develop content.    Develop organization.      Edit writing.	Identify topic, task and audience.  Content is well developed and appropriate for the topic.  Paragraphs have details and information specific to the topic and relevant to the focus.  A logical order is sustained within sentences and between paragraphs with meaningful transitions.  Sentences are of different types and lengths.  Spell common, frequently used words correctly.  Use capital letters correctly.  Use parts of speech properly.	Prompts  PA Reading Rubric/Scoring Guide

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**Standard And Strand** 1.6 Speaking and Listening

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
Develops listening skills.  Listen to a selection of literature.  Speak, using skills appropriate to formal speech situations.  Contribute to discussions.  Participate in small and large group discussions and presentations.  Use media for learning purposes.	Take notes.  Predict content/events.  Identify and define new words and concepts.  Use complete sentences.  Pronounce words correctly.  Listen to and acknowledge contributions of others.  Deliver reports.  Use a variety of media to create a presentation on a topic.	Teacher observations/discussions  Formal assessments  Performance tasks  Teacher-constructed assessments  Publisher-constructed assessments

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**Standard And Strand** 1.7 Characteristics and Functions of the English Language

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
Identify word origins.  Identify new words added to the English language over time.	Use a dictionary to find the meaning and origin of unfamiliar words.  Identify slang, new words for new ideas/objects.	Teacher observations/discussions  Formal assessments  Performance tasks  Teacher-constructed assessments  Publisher-constructed assessments

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**Standard And Strand** 1.8 Research

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
Select appropriate topic.	Refine topic.	Graphic organizers.
Locate appropriate sources of information.	Evaluate the importance and quality of the sources.	Teacher observations/discussions
	Use tables of contents, indices, keywords, cross-references and appendices.	Formal assessments
	Use traditional and electronic search tools.	Performance tasks
Organize data.	Summarize the main ideas from research.	Teacher-constructed assessments
		Publisher-constructed assessments

## Resources

Signatures; Harcourt Brace, 1997

### Trade Books:

Popcorn Nights, Buttermilk Days

Weird Watsons Go to Birmingham

The Hatchet

A View From Saturday

Incredible Journey

Sign of the Beaver

The Whipping Boy

Summer of the Swans

Walk Two Moons

Thames Doesn't Rhyme With James

Time for Kids News Magazine

Be A Better Reader, Level C, Globe Fearon