

# SPEED S.E.J.A #802

Reading Curriculum

Sixth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p><b>STATE GOAL 1:</b> Read with understanding and fluency.</p> <p><b>STANDARD: A.</b> Apply word analysis and vocabulary skills to comprehend selections.</p> <p><b>BENCHMARKS:</b> 1.A.2a Read and comprehend unfamiliar words, synonyms, antonyms, origins and derivations. 1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.</p> <p><b>STANDARD: B.</b> Apply reading strategies to improve understanding and fluency.</p> <p><b>BENCHMARKS:</b> 1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve Comprehension. 1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information). 1.B.2d Read age-appropriate material aloud with fluency and accuracy.</p> <p><b>STANDARDS: C.</b> Comprehend a broad range of reading materials.</p> <p><b>BENCHMARKS:</b> 1.C.2a Use information to form and refine questions and predictions. 1.C.2b Make and support inferences and form interpretations about main themes and topics. 1.C.2c Compare and contrast the content and organization of selections. 1.C.2d Summarize and make generalizations from content and relate to purpose of material 1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor). 1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.</p>	<p>When teaching word parts (prefixes, suffixes, roots) always place new words in a meaningful and supportive context.</p> <p>Some workbooks and worksheets do a poor job of using</p> <p>Shurley English Curriculum</p> <p>Word Cards/Flash Cards</p> <p>Computer Programs</p> <p>Cooperative learning</p>	<p>Test Taking-multiple choice</p> <p>Work Sampling Checklist</p> <p>Portfolios</p> <p>Rubric</p> <p>Teacher Observation</p> <p>Role Plays</p> <p>Oral presentations</p>
<p>Determine contextually appropriate meanings of multiple meaning words (e.g. beat, star); homonyms (e.g. rode, road); synonyms, (e.g. happy, glad); and antonyms (e.g. happy, sad)</p> <p>Associate new words with concepts taught across the curriculum.</p> <p>Use the context of print to determine the meaning of words.</p> <p>Use dictionary/ thesaurus to learn the meaning and other features of unknown words to determine related words and concepts.</p>	<p>When teaching word parts (prefixes, suffixes, roots) always place new words in a meaningful and supportive context.</p> <p>Some workbooks and worksheets do a poor job of using</p> <p>Shurley English Curriculum</p> <p>Word Cards/Flash Cards</p> <p>Computer Programs</p> <p>Cooperative learning</p>	<p>Test Taking-multiple choice</p> <p>Work Sampling Checklist</p> <p>Portfolios</p> <p>Rubric</p> <p>Teacher Observation</p> <p>Role Plays</p> <p>Oral presentations</p>

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## Learner Outcomes (Skills/Concepts)

Identify and sort common words in concrete and abstract categories (e.g. colors, shapes, foods, concepts of yesterday, today, tomorrow, and day of the week).

Use word meaning within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Analyze, identify, and interpret idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

Make connection between prior knowledge and textual information.

Read age appropriate high frequency word correctly.

Use known letter patterns and word families to decode unfamiliar words.

Decode words using word parts (e.g. root words, prefixes, suffixes).

Return to text to locate information, support conclusions, and answer questions.

Identify sequence of events, main ideas, and details or facts in literary and informational text.

Retell, summarize, and paraphrase when reading or listening to others.

Analyze the information and ideas presented in the text to make predictions and infer cause and effect. Form and support opinions and conclusions with specific evidence from the text.

## Suggested Activities and Materials

Define new word groups

Using dictionary/thesaurus

Consult dictionary/thesaurus to find a workable definition

Students own a word bank

Match vocabulary across curriculum (ex. Hemisphere, social studies, science)

Each student completes a reading record/book log identifying genre and setting purpose for reading.

Students preview and skim text using picture walk, headings, captions, etc.

Students preview and skim text to formulate questions that may be answered and/or they want answered through the reading.

Using newspaper articles of local interest, students identify who, what, where, when, why and how of the reading.

Student complete flow charts, timelines, diagrams, graphs, tables, webbing or outlines to show sequence or cause and effect.

Readers Theatre: Select a story with a lot of

## Assessment/Evidence of Mastery

Written

Use pre-recorded switches (yes/no)

Matching pictures with printed words

Games and contests

Students summarize after viewing a film and generate a questions to ask one another.

Use pre-recorded switches (yes/no)

Matching pictures with printed words

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<p>Extend and expand comprehension by relating the text to other texts, experiences, and events as directed by the teacher.</p> <p>Maintain a personal reading record (e.g., log of books, list of texts to be read, reflective journal.)</p> <p>Use newspapers and magazines as sources of information for research.</p> <p>Identify author's writing style, plot, conclusion, story line, point of view, and word choice</p>	<p>dialogue. Assign students to read the dialogue of each character and someone to read the narrator parts.</p> <p>Have students practice in small groups until they can read the story fluently and with expression.</p> <p>Using reciprocal teaching, the teacher and students take turns generating questions about their reading.</p> <p>As a post reading activity, students will use various graphic organizers, such as a web, to identify main ideas and supporting details.</p> <p>Students will use various graphic organizers, such as a Venn Diagram, to compare and contrast issues across texts.</p> <p>The students will create story maps, notes, summaries or reports to clarify and demonstrate understanding of text content.</p> <p>Students participate in book talks with teacher or room parent.</p> <p>Students retell a story showing understanding of setting, main characters, and main events.</p> <p>Students participate in small group literature circles and pair-sharing to enhance comprehension of texts.</p>	

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**STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.**  
**STANDARD: A Understand how literary elements and techniques are used to convey meaning.**  
**BENCHMARKS: 2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.**  
     2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.  
     2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction),  
**STANDARD: B Read and interpret a variety of literary works.**  
**BENCHMARKS: 2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts**  
     2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.  
     2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives. biography, plays, electronic literary forms).

<p>Develop, relate, and understand their own and others' cultural contributions as explored in literature, classroom projects and activities.</p> <p>Read and identify literary forms including novels, short stories, poetry, plays and nonfiction from a variety of geo-cultural groups and time periods.</p> <p>Explain similarities and differences between more than two genres.</p> <p>Make inferences and draw conclusions about how the development of character, plot, and setting contribute to the overall impact of selection.</p> <p>Analyze how the effect of the author's choice of literary devices, structure, and word choice impact the selection.</p> <p>Make inferences and draw conclusions about literary elements in relationship to the historical, cultural and</p>	<p>Story mapping</p> <p>Draw pictures of setting and characters</p> <p>Participate in plays</p> <p>Produce TV show</p> <p>Class guests presenting their culture</p> <p>Play class detective making inferences, predictions and drawing conclusions</p> <p>Visit website about the story</p> <p>Book discussions</p>	<p>Test Taking-multiple choice</p> <p>Work Sampling Checklist</p> <p>Portfolios</p> <p>Rubric</p> <p>Teacher Observation</p> <p>Role Plays</p> <p>Oral presentations</p> <p>Written</p> <p>Use pre-recorded switches (yes/no)</p>
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<p>social context of literary works.</p> <p>Respond to fiction using interpretive and evaluative processes.</p> <p>Select favorite authors and genres.</p> <p>Connect literary selections to historical context.</p> <p>Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.</p> <p>Discuss recurring themes across works in print and media.</p> <p>Compare themes, conflicts, and figurative language from diverse times and cultures.</p> <p>Make inferences and draw conclusions about contexts, events, character, and settings.</p> <p>Discuss the impact of author's word choice on content.</p> <p>Interpret nonfiction text and informational materials.</p> <p>Support plausible interpretations with evidence from the text.</p>	<p>Dioramas</p> <p>Biography reenactment</p> <p>Two-Column Note Forms</p> <p>Quote or Picture from Text/My Connection What the Text Is About/What It Reminds Me Of</p> <p>Words in the Text/My Personal Connection</p> <p>Words in the Text/My Connection to Another Text</p> <p>Words in the Text/My Connection to an Issue, Event, or Person</p> <p>Listen to articles read aloud from several texts about the same subject to collect information.</p> <p>Use newspapers and magazines as sources of information for research.</p> <p>Develop more than one interpretation of work of literature, all supported with relevant information from the text.</p>	<p>Matching pictures with printed words</p> <p>Games and contests</p> <p>Test Taking-multiple choice</p> <p>Work Sampling Checklist</p> <p>Matching pictures with printed words</p> <p>Games and contests</p> <p>Video Tape</p> <p>Power Point Slides</p>

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<p><b>STATE GOAL 3: Write to communicate for a variety of purposes.</b></p> <p><b>STANDARD A.</b> Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p><b>BENCHMARKS: 3.A.2</b> Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.</p> <p><b>STANDARD: B</b> Compose well-organized and coherent writing for specific purposes and audiences.</p> <p><b>BENCHMARKS: 3.B.2a</b> Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).  <b>3.B.2b</b> Establish central idea, organization, elaboration and unity in relation to purpose and audience.  <b>3.B.2c</b> Expand ideas by using modifiers, subordination and standard paragraph organization.  <b>3.B.2d</b> Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p> <p><b>STANDARD: C</b> Communicate ideas in writing to accomplish a variety of purposes.</p> <p><b>BENCHMARKS: 3.C.2a</b> Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).  <b>3.C.2b</b> Produce and format compositions for specified audiences using available technology.</p>	<p>Story mapping</p> <p>Draw pictures of setting and characters</p> <p>Participate in plays</p> <p>Produce TV show</p> <p>Class guests presenting their culture</p> <p>Play class detective making inferences, predictions and drawing conclusions</p> <p>Visit website about the story</p>	<p>Test Taking-multiple choice</p> <p>Work Sampling Checklist</p> <p>Portfolios</p> <p>Rubric</p> <p>Teacher Observation</p> <p>Role Plays</p> <p>Oral presentations</p> <p>Written</p>
<p>Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.</p> <p>Use a variety of sentence structures (e.g., simple, compound/complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative).</p> <p>Use basic transition words/phrases to connect ideas.</p> <p>Proofread for correct English conventions.</p> <p>Demonstrate appropriate use of the eight parts</p>		

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<p>of speech.</p> <p>Use pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizers).</p> <p>Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).</p> <p>Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).</p> <p>Use organizational patterns (e.g., sequence, cause/effect, comparison).</p> <p>Write using organization (e.g. introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.</p> <p>Use figurative language.</p> <p>Use appropriate transitional words and phrases to connect and unify key ideas.</p> <p>Edit and revise content.</p> <p>Select effective formats for publication.</p> <p>Use available technology (e.g., word processing, desktop publishing,</p>	<p>Book discussions</p> <p>Dioramas</p> <p>Biography reenactment</p> <p>Write a multi-paragraphed essay telling why he/she admires a character from literature introduced in a school-related assignment</p> <p>Create a travel brochure designed to encourage people to visit a country/city studied in social science.</p> <p>Four square creative writing</p> <p>Six traits of creative writing</p> <p>After brainstorming, students will produce the first draft of a multi-paragraphed composition</p> <p>Journaling</p> <p>Movie Review</p> <p>Write a fairy tale</p> <p>Write a classroom newspaper</p> <p>Write a TV commercial for a product</p> <p>Peer editing</p>	<p>Use pre-recorded switches (yes/no)</p> <p>Matching pictures with printed words</p> <p>Games and contests</p> <p>Use pre-recorded switches (yes/no)</p> <p>Matching pictures with printed words</p> <p>Games and contests</p> <p>Video Tape</p> <p>Script</p> <p>News Paper</p> <p>Audio Tape</p> <p>Test Taking-multiple choice</p> <p>Work Sampling Checklist</p> <p>Musical score</p> <p>Rubric</p> <p>Teacher Observation</p> <p>Oral presentations</p>

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<p>Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).</p> <p>Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</p> <p>Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</p> <p>Develop a multi-paragraph piece of persuasive writing.</p> <p>Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, directions, TV commercial).</p> <p>Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).</p> <p>Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.</p>	<p>Design a website</p> <p>Write a short detective "Who Dun It"</p> <p>Write friendly pen-pal letters</p> <p>Make friendly pen-pal collages</p> <p>E-mail students in other countries</p> <p>Write a persuasive advertisement</p> <p>Write and submit an editorial to a local newspaper</p> <p>Role play news anchor</p> <p>Write a script for puppet show to younger children</p> <p>Power point presentation of students' poems orchestrated to music</p> <p>Write a rap music video</p> <p>Write an expository piece to be performed for parents</p> <p>Interview an important family member and write</p>	<p>Written</p> <p>Use pre-recorded switches (yes/no)</p> <p>Games and contests</p> <p>Video Tape</p> <p>Role play</p> <p>Script</p> <p>News Paper</p> <p>Cartoon</p> <p>Song lyrics</p> <p>Survey</p>



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<b>Learner Outcomes (Skills/Concepts)</b>	<b>Suggested Activities and Materials</b>	<b>Assessment/Evidence of Mastery</b>
	biography Write a narrative of a fieldtrip summary performed to administration	

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**STATE GOAL 4:** Listen and speak effectively in a variety of situations.

**STANDARD: A** Listen effectively in formal and informal situations.

**BENCHMARKS:** 4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.  
 4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.  
 4.A.2c Restate and carry out a variety of oral instructions.

**STANDARD: B** Speak effectively using language appropriate to the situation and audience.

**BENCHMARKS:** 4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format. Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.  
 4.B.2b Use speaking skills and procedures to participate in group discussions.  
 4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).  
 4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

<p>Evaluate the situation and assume appropriate listening mode.</p> <p>Focus attention on speaker as sender of the message.</p> <p>Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice).</p> <p>Differentiate between formal and informal purposes for listening.</p> <p>Distinguish between nonverbal and verbal</p>	<p>After listening to an oral presentation will recall three facts</p> <p>After participating in an assembly will critique the presentation</p> <p>Students will listen to a class guest speaker and formulate questions for further information</p> <p>Listen to a radio drama or oral novel and draw what you hear</p> <p>Will contribute a response during a class discussion</p> <p>Will role play teacher position and restate the set</p>	<p>Test Taking-multiple choice</p> <p>Work Sampling Checklist</p> <p>Musical score</p> <p>Rubric</p> <p>Teacher Observation</p> <p>Oral presentations</p> <p>Use pre-recorded switches (yes/no)</p> <p>Games and contests</p>
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<p>messages.</p> <p>Differentiate between the speaker's factual and emotional content.</p> <p>Infer speaker's bias and purpose.</p> <p>Recognize personal bias and its impact on the message.</p> <p>Separate main ideas from supporting facts and details.</p> <p>Anticipate information that might be forthcoming from presenter.</p> <p>Formulate questions needed to gather and clarify information.</p> <p>Contribute relevant and idea-inspiring comments during discussions.</p> <p>Paraphrase and summarize, in both oral and written form, information in formal and informal presentations.</p> <p>Modify, control, and block out distractions.</p> <p>Restate a set of instructions in the order given and complete the task.</p>	<p>of instructions, procedures, rules, etc</p> <p>Engage in conversation with museum docent during fieldtrip</p> <p>Play a game of charades to identify non-verbal messages</p> <p>Deliver a persuasive speech to nominate a favorite historical figure as "The Greatest American Who Ever Lived."</p> <p>Play games like, "Simon Says" and "Follow the Leader," to further enhance listening skills and understanding.</p> <p>Provide opportunities for children to listen to their peers and to talk about their experiences during circle time, e.g., ask what they did yesterday, what they saw on the field trip, etc.</p> <p>Include gross motor activities that require children to listen and follow directions, e.g., "Listen and Move" by Greg &amp; Steve, "Up and Down," etc.</p> <p>Ask children to perform a two or three step action as part of every day routines and transitions, e.g., "get a plastic cup, fill it with water and place it on the art table."</p>	<p>Video Tape</p> <p>Role play</p> <p>Script</p> <p>Audio Tape</p> <p>Song lyrics</p> <p>Questionnaire</p> <p>Oral Report</p> <p>Illustration</p> <p>Portfolios</p> <p>Observation of appropriate responses to directions and conversations.</p> <p>Videotapes of everyday activities in the classroom.</p> <p>Child participates actively in listening activities and responds appropriately.</p> <p>Child responds and follows rules in games and other activities.</p>

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<p>Analyze characteristics of one's audience and prepare appropriate presentations.</p> <p>Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.</p> <p>Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.</p> <p>Use language that is clear, audible, and appropriate.</p> <p>Use appropriate grammar, word choice, and pacing.</p> <p>Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).</p> <p>Use notes and outlines.</p> <p>Prepare and practice the presentation to fit within a given time limit.</p> <p>Use notes and outlines.</p> <p>Contribute meaningfully to small and large group discussions by following accepted</p>	<p>Encourage children to play table games that follow rules, e.g., bingo, memory, etc.</p> <p>Encourage children to ask questions of their peers as part of oral activities, e.g., when a child brings his/her favorite toy for "Show and Tell," his/her classmates may ask, "Who gave the toy to you?"</p> <p>During self-selected activity time, ask children about what they are doing without interrupting or interfering too much with their activities.</p> <p>During meal times, encourage conversation among students and adults.</p> <p>Take advantage of opportunities you have, to engage in conversation with your students, e.g., arrival, departure, meals, circle time, free play, etc.</p> <p>Provide oral language exercises in the children's home languages on a regular basis.</p>	<p>Child initiates spontaneous conversations with peers and adults.</p> <p>Child participates in group activities.</p> <p>Child performs two-step and three-step action requests on a regular basis.</p> <p>Child provides a reasonable solution to a given problem.</p>

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<p>guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).</p> <p>Identify and use discussion techniques to arrive at a consensus of opinion.</p> <p>Contribute relevant and idea-inspiring comments during discussions.</p> <p>Paraphrase and summarize, in both oral and written form, information in formal and informal presentations.</p> <p>Modify, control, and block out distractions.</p> <p>Restate a set of instructions in the order given and complete the task.</p>		

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**STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**  
**STANDARD: A** Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.  
**BENCHMARKS: 5.A.2a** Formulate questions and construct a basic research plan.  
                   **5.A.2b** Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, and CD/ROMs).  
**STANDARD: B** Students who meet the standard can analyze and evaluate information acquired from various sources.  
**BENCHMARKS: 5.B.2.a** Determine the accuracy, currency and reliability of materials from various sources.  
                   **5.B.2.b** Cite sources used.  
**STANDARD: C.** Apply acquired information, concepts and ideas to communicate in a variety of formats.  
**BENCHMARKS: 5.C.2a** Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.  
                   **5.C.2b** Prepare and deliver oral presentations based on inquiry or research.

<p>Generate questions of interest and narrow the focus of research.</p> <p>Develop hypotheses based on prior knowledge.</p> <p>Gather information based on a hypothesis (e.g., note taking).</p> <p>Identify and use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).</p> <p>Recognize criteria for determining credible sources.</p> <p>Determine appropriate resources.</p> <p>Compare (with limited support) information from</p>	<p>Set up a learning environment that promotes discovery and reinforcement of new concepts. Encourage children to explore all the variety of sources to seek answers to questions.</p> <p>Classroom environment and materials must be prepared, ready and open to all children on a daily basis, e.g., computer, library sources, maps, text books etc.</p> <p>Set up activities that require the children to discover, explore and investigate. Equip science classes grade appropriate investigate and observation supplies.</p> <p>Take care to rotate materials on a regular basis to keep children interested and engaged in active learning.</p>	<p>Charts and graphs should document what children have discovered and learned about a particular topic.</p> <p>Photographs of the child engaged in meaningful and active exploration.</p> <p>School poster that includes pictures of the students engaged in different types of learning, with captions dictated by the children.</p> <p>Child asks for assistance when searching for an answer to a particular discovery.</p> <p>"All About Me/Developed bibliography" book for each child that includes the activities that the child likes to do in the classroom, favorite things to do at home, family, etc.</p>
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<p>a variety of sources.</p> <p>Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers) research plan and prepare a project.</p> <p>Analyze information from primary print and non-print sources.</p> <p>Evaluate information from various sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).</p> <p>Use information from footnotes, illustrations, diagrams, charts, and graphs.</p> <p>Identify relevant primary and secondary sources.</p> <p>Recognize the purpose of a bibliography.</p> <p>Develop a bibliography using a simple, acceptable form.</p> <p>Select an appropriate format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>Use text, graphic materials, or visual aids to present information (e.g., charts, written reports,</p>	<p>Provide extended and enrichment books and other resources that help children understand the discoveries you have provided.</p> <p>Encourage children to extend their investigation to integrate into multiple academic areas.</p> <p>Encourage dramatic play with the use of themes and props.</p> <p>Read information books and other nonfiction as well as a fiction text (storybooks).</p> <p>Provide opportunities to explore, manipulate, sort and use materials in a variety of ways to help children develop basic concepts about time lines, illustrations, graphs, &amp; events.</p> <p>Ask questions that encourage children to notice, compare, and put things together, e.g., "Are you right brained or left brained?"</p> <p>Make use of similarities and connections when giving children new information, e.g., Adapting literature to their knowledge base.</p> <p>Read relevant books or show a video to enable children to construct preliminary ideas and</p>	<p>Project using multiple sources.</p> <p>Teacher 's Journals</p> <p>Children's journals</p> <p>Anecdotal records</p> <p>Portfolios</p> <p>Child incorporates new vocabulary in everyday activities.</p> <p>Child recalls and applies past experiences to new information and experiences.</p> <p>Child notices similarities and differences between secondary sources.</p> <p>Child talks about relevant information during self-selected activities.</p> <p>Child asks questions that help him/her compare, recall and apply prior knowledge to new information.</p> <p>Teacher's journal</p>

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 Reading Curriculum  
 Sixth Grade

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<p>banners, maps, models, artifacts, student-created games, multimedia).</p> <p>Communicate in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>Revise/edit the work.</p>	<p>vocabulary before a field trip or a special classroom visitor.</p> <p>Encourage children to use their native language as well as their second language for communicating information with others.</p> <p>Everyday encourage and promote rich and interesting conversations with and among your students. Take advantage of mealtimes, self-selected activities, arrival, dismissal, etc.</p> <p>Make time daily for individual conversations with children. Give each child your full attention during the discussion and spend ample time listening to what he/she has to say.</p> <p>Give the child a chance to lead the conversation.</p> <p>Ask open-ended questions about everyday events and topics in which the children are interested.</p> <p>Encourage children to ask you and others questions.</p> <p>Promote interactive writing between the students by suggesting that they write notes to each other. Provide materials in the writing</p>	<p>Children's journals</p> <p>Anecdotal records</p> <p>Child participates in conversations and communicates ideas with others on a regular basis in his/her native and second language.</p> <p>Child responds to questions.</p> <p>Child asks questions.</p> <p>Create a portfolio of the child's drawings, writings and artwork.</p> <p>Child shares thoughts, ideas and feelings with others.</p> <p>Child writes and exchanges written communication with others. Samples of this should be in the child's portfolio.</p> <p>Audiotape of child participating in discussions and conversations.</p>



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center, e.g., cards, different types of paper, special pencils, markers, etc.

Journal everyday to enhance oral and written communication skills in the native language and the second language.

Promote and encourage dramatizations, e.g., puppet plays, storytelling and dramatic play.