

**Brookings School District 5-1  
6<sup>th</sup> Grade Reading Curriculum  
Learning Targets and Standards  
2010-2011**

| <b>Unit: Prentice Hall Literature Book: Timeless Voices, Timeless Themes</b> |   |  |   |           |           |           |           |
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| <b>Resources:</b>  | <b>Standard(s):</b>   | <b>Learning Targets</b>  | <b>Assessment:</b>                                      | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| PH Lit book<br>Word maps<br>Classroom novels                                 | 6.R.3.2 Students can describe <u>literary elements</u> to determine meaning in fiction, nonfiction, and poetry. (Comprehension) | <ul style="list-style-type: none"> <li>• I can identify the plot structure of fiction (exposition / rising action / climax / falling action / resolution)</li> <li>• I can explain characterization and use it to determine meaning of a text.</li> <li>• I can explain setting and use it to determine meaning of a text.</li> <li>• I can explain conflict and resolution and use them to determine meaning of a text.</li> <li>• I can identify theme and use it to determine meaning of a text.</li> <li>• I can identify point of view and use it to</li> </ul> | Chapter questions, selection tests, unit tests, quizzes | XX        | XX        | XX        | XX        |

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|  |  | <p>determine meaning of a text.</p> <ul style="list-style-type: none"> <li>• I can identify the author's purpose and use it to determine meaning of a text (persuade / inform / entertain).</li> <li>•</li> </ul>   |  |  |  |  |  |
|  | <p>6.R.2.1 Students can utilize <u>direct and implied meaning</u> to comprehend text. (Analysis)</p> | <ul style="list-style-type: none"> <li>• I can use what I already know to understand the text.</li> <li>• I can form mental images during reading.</li> <li>• I can distinguish between the connotation and denotation of a word to understand the text.</li> <li>• I can make inferences about the meaning of the text.</li> <li>• I can form questions about the text to help me understand.</li> <li>• I can identify different question types (eg – main idea / factual / inferential / contextual)</li> <li>•</li> </ul> |  |  |  |  |  |

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|  | <p>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text. (Application)</p>                     | <ul style="list-style-type: none"> <li>• I can determine purpose for reading (enjoyment or information).</li> <li>• I can adjust my reading speed for different types/genres of text.</li> <li>• I can skim/scan for meaning of a text.</li> <li>• I can self-monitor my reading to make sure I'm understanding.</li> <li>• I can read with appropriate expression.</li> <li>• I can read according to punctuation.</li> <li>•</li> </ul> |  |  |  |  |  |
|  | <p>6.R.3.3 Students can describe <u>literary devices</u> to determine meaning in fiction, nonfiction, and poetry.</p> | <ul style="list-style-type: none"> <li>• I can identify and create similes and use it to determine meaning of a text.</li> <li>• I can identify and create metaphors and use it to determine meaning of a text.</li> <li>• I can identify idioms and use it to determine meaning of a text.</li> <li>• I can identify and create personification and use it</li> </ul>  |  |  |  |  |  |

to determine meaning of a text.

- I can identify and create hyperbole (exaggeration) and use it to determine meaning of a text.
- I can identify and create alliteration and use it to determine meaning of a text.
- I can identify and create onomatopoeia and use it to determine meaning of a text.
- I can identify dialogue and use it to determine meaning of a text.
- I can identify dialect and use it to determine meaning of a text.
- I can identify foreshadowing and use it to determine meaning of a text.
- I can identify flashbacks and use it to determine meaning of a text.
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|  | 6.R.4.1 Students can compare and contrast text from different <u>time periods, cultures, and historical events.</u> | <ul style="list-style-type: none"> <li>• I can identify the point of view in two different texts and then compare and contrast them.</li> <li>• I can identify the geographical location in two different texts and then compare and contrast them.</li> <li>• I can identify the time period in two different texts and then compare and contrast them.</li> <li>• I can identify cultures in two different texts and then compare and contrast them.</li> <li>•</li> </ul> |                            |           |           |           |           |
| <b>Unit: Vocabulary</b>  |   |  |                            |           |           |           |           |
| <b>Resources:</b>  | <b>Standard(s):</b>   | <b>Learning Targets</b>  | <b>Assessment:</b>         | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| <b>Novel Vocabulary</b><br><b>Dictionary Pack</b><br><b>Daily Vocabulary from Lit book</b> | 6.R.1.1 Students can expand word meanings using word categories and word parts.<br>(Analysis)                       | <ul style="list-style-type: none"> <li>• I can identify a base word and explain what the word means.</li> <li>• I can identify a suffix and explain what the word means.</li> <li>• I can identify a prefix and</li> </ul>   | <b>Informal Assessment</b> | <b>XX</b> | <b>XX</b> | <b>XX</b> | <b>XX</b> |

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|  |   | <p>explain what the word means.</p> <ul style="list-style-type: none"> <li>• I can identify antonyms.</li> <li>• I can identify synonyms.</li> <li>• I can identify homonyms. <ul style="list-style-type: none"> <li>○ I can identify acronyms.</li> </ul> </li> <li>• I can identify abbreviations.</li> </ul> |  |           |           |           |           |
|  | <p>6.R.1.2 Students can utilize <u>context</u> to comprehend words with multiple meanings. (Application)</p>                          | <ul style="list-style-type: none"> <li>• I can explain the literal and figurative meanings of the word.</li> <li>• I can apply the correct dictionary definition to context.</li> </ul>   |  | <b>XX</b> | <b>XX</b> | <b>XX</b> | <b>XX</b> |
|  |   | <ul style="list-style-type: none"> <li>•</li> </ul>   |  |           |           |           |           |
|  | <p>6.R.3.3 Students can describe <u>literary devices</u> to determine meaning in fiction, nonfiction, and poetry. (Comprehension)</p> | <ul style="list-style-type: none"> <li>• I can identify and create similes and use it to determine meaning of a text.</li> <li>•</li> </ul>   |  |           |           |           |           |
|  | <p>6.R.5.3 Students can utilize sources to locate information.</p>  | <ul style="list-style-type: none"> <li>• I can find information in a thesaurus.</li> <li>• I can find information in</li> </ul>   |  |           |           |           |           |

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|   | (Application)   | <p>an almanac.</p> <ul style="list-style-type: none"> <li>• I can find information in a dictionary.</li> <li>•</li> </ul>  |   |           |           |           |           |
| <b>Unit: Library Unit</b>   |   |  |   |           |           |           |           |
| <b>Resources:</b>   | <b>Standard(s):</b>   | <b>Learning Targets</b>  | <b>Assessment:</b>  | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| <b>Reference books</b><br><b>Online sources</b><br><b>Library</b><br><b>Student selection of library books</b><br><b>Fiction/Non-fiction</b><br><b>Genre study</b><br><b>Award-winning Literature study</b> | 6.R.2.2 Students can demonstrate the elements of fluency to comprehend text. (Application)                    | <ul style="list-style-type: none"> <li>• I can determine purpose for reading (enjoyment or information).</li> <li>• I can adjust my reading speed for different types/genres of text.</li> <li>• I can skim/scan for meaning of a text.</li> <li>• I can self-monitor my reading to make sure I'm understanding.</li> <li>•</li> </ul> | <b>Library pack daily assgmts</b><br><b>PowerPoint presentation</b> | <b>XX</b> |           |           |           |
|   | 6.R.3.1 Students can describe <u>text structures</u> to determine meaning in fiction, nonfiction, and poetry. | <ul style="list-style-type: none"> <li>• I can compare and contrast different texts.</li> </ul>  |   | <b>XX</b> |           |           |           |
|   | 6.R.5.1 Students can compare and contrast information on one topic  | <ul style="list-style-type: none"> <li>• I can locate, gather, and organize important facts in informational texts.</li> </ul>   |   | <b>XX</b> |           |           |           |

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|  | <p>from multiple informational texts.<br/>(Synthesis)</p>   | <ul style="list-style-type: none"> <li>• I can compare and contrast information from two or more informational texts to determine relevance.</li> <li>• I can identify a primary and a secondary source.</li> </ul>                                       |   |                  |  |  |  |
|  | <p>6.R.5.2 Students can evaluate the <u>credibility</u> of informational texts.<br/>(Evaluation)</p>                | <ul style="list-style-type: none"> <li>• I can decide what is important as I read.</li> <li>• I can distinguish fact from opinion.</li> <li>• I can determine author's purpose.</li> <li>• I can determine the credibility of various sources.</li> </ul> |   | <p><b>XX</b></p> |  |  |  |
|  | <p>6.R.5.3 Students can utilize sources to locate information.<br/>(Application)</p>                                | <ul style="list-style-type: none"> <li>• I can find information in a thesaurus.</li> <li>• I can find information in an almanac.</li> <li>• I can find information in a dictionary.</li> </ul>  |   |                  |  |  |  |
|  | <p>6.LVS.1.2 Students can organize and present <u>narrative</u> and <u>informative</u> presentations using main</p> | <ul style="list-style-type: none"> <li>• I can organize information for an oral presentation.</li> <li>• I can deliver an oral presentation.</li> <li>• I can maintain eye contact.</li> </ul>  | <p><b>PowerPoint presentation on Award-winning Lit.</b></p> |                  |  |  |  |



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|  | ideas and supporting details. (Application) | <ul style="list-style-type: none"> <li>• I can use appropriate volume.</li> <li>• I can speak clearly with an appropriate speed.</li> <li>• I can stay on topic when speaking.</li> <li>• I can use appropriate body language.</li> <li>• I can use appropriate word choice.</li> <li>•</li> </ul> |  |  |  |  |  |
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**Unit: Non-fiction and Wax Museum Biography Study**

| <b>Resources:</b>   | <b>Standard(s):</b>   | <b>Learning Targets</b>  | <b>Assessment:</b>  | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
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| Various student-selected sources based on their topic<br><br>Brain Pop—research, biography, plagiarism, | 6.R.2.2 Students can demonstrate the elements of fluency to comprehend text. (Application)            | <ul style="list-style-type: none"> <li>• I can determine purpose for reading (enjoyment or information)</li> <li>• I can adjust my reading speed for different types/genres of text.</li> <li>• I can skim/scan for meaning of a text.</li> <li>• I can self-monitor my reading to make sure I'm understanding</li> <li>•</li> </ul> | Student note cards<br><br>Biography paper/presentation to class<br><br>Wax Museum performance |           | XX        |           | XX        |
|   | 6.R.3.1 Students can describe <u>text structures</u> to determine meaning in fiction, nonfiction, and | <ul style="list-style-type: none"> <li>• I can compare and contrast different texts.</li> </ul>  |   |           | XX        |           | XX        |

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|  | poetry. (Comprehension)   |   |  |  |    |  |    |
|  | 6.R.3.2 Students can describe <u>literary elements</u> to determine meaning in fiction, nonfiction, and poetry. (Comprehension) | <ul style="list-style-type: none"> <li>• I can identify point of view and use it to determine meaning of a text.</li> <li>• I can identify the author’s purpose and use it to determine meaning of a text (persuade / inform / entertain).</li> </ul>                               |  |  | XX |  | XX |
|  | 6.R.4.1 Students can compare and contrast text from <u>different time periods, cultures, and historical events.</u> (Analysis)  | <ul style="list-style-type: none"> <li>• I can identify the time period in two different texts and then compare and contrast them.</li> </ul>   |  |  | XX |  | XX |
|  | 6.R.5.3 Students can utilize sources to locate information. (Application)   | <ul style="list-style-type: none"> <li>• I can find information on the internet</li> <li>• I can find information in an online encyclopedia</li> <li>• I can find information in a non-fiction text.</li> <li>• I can find information in an online database.</li> <li>•</li> </ul> |  |  | XX |  |    |

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|  | <p>6.W.1.1 Students can compose <u>narrative and descriptive text</u> of three paragraphs. (Synthesis)</p> | <ul style="list-style-type: none"> <li>• I can pre-write by webbing, brainstorming, or listing.</li> <li>• I can narrow my topic.</li> <li>• I can write a topic sentence.</li> <li>• I can write using specific details (ideas).</li> <li>• I can write using specific word choice.</li> <li>• I can write an introduction (organization).</li> <li>• I can use transition words to organize my writing (organization).</li> <li>• I can sequence my writing (organization).</li> <li>• I can write a conclusion(organization)..</li> <li>• I can vary my sentence length (sentence fluency).</li> <li>• I can vary my sentence beginnings (sentence fluency).</li> <li>• I can write using correct conventions (spelling / punctuation / grammar / capitalization /</li> </ul> |  |  | <p>XX</p> |  |  |
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|  |   | paragraphing).<br>○ I can write with voice.<br>•   |  |  |    |  |  |
|  | 6.W.1.2 Students can revise the <u>organization in narrative and descriptive writing</u> . (Evaluation) | <ul style="list-style-type: none"> <li>• I can organize my writing into paragraphs.</li> <li>• I can revise writing.</li> <li>• I can edit writing.</li> <li>• I can use a rubric to self-evaluate.</li> <li>• I can publish my writing.</li> </ul>  |  |  | XX |  |  |
|  | 6.W.1.3 Students can identify <u>purpose and audience</u> in writing. (Application)                     | <ul style="list-style-type: none"> <li>• I can identify the audience for my writing.</li> <li>• I can write to meet my audience's needs.</li> </ul>  |  |  | XX |  |  |
|  | 6.W.1.4 Students can summarize information from <u>references to compose text</u> . (Application)       | <ul style="list-style-type: none"> <li>• I can gather information from a variety of sources.</li> <li>• I can paraphrase the information I find in a source.</li> <li>• I can determine the relevancy of the information gathered.</li> <li>• I can summarize information I gather from</li> </ul> |  |  | XX |  |  |

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|  |   | <p>a variety of sources.</p> <ul style="list-style-type: none"> <li>• I can cite my sources of information in a bibliography form</li> </ul>   |  |  |    |  |  |
|  | <p>6.LVS.1.1 Students can interpret the purpose and content of the presentation by observing the speaker’s <u>verbal</u> and <u>nonverbal</u> cues. (Comprehension)</p> | <ul style="list-style-type: none"> <li>• I can explain the speaker's purpose (persuade / inform / entertain).</li> <li>• I can explain the speaker's message.</li> <li>• I can identify the speaker's tone.</li> <li>• I can explain the speaker's nonverbal gestures.</li> </ul>  |  |  | XX |  |  |
|  | <p>6.LVS.1.2 Students can organize and present <u>narrative</u> and <u>informative</u> presentations using main ideas and supporting details. (Application)</p>         | <ul style="list-style-type: none"> <li>• I can organize information for an oral presentation.</li> <li>• I can deliver an oral presentation.</li> <li>• I can maintain eye contact.</li> <li>• I can use appropriate volume.</li> <li>• I can speak clearly with an appropriate speed.</li> <li>• I can stay on topic when speaking.</li> <li>• I can use appropriate body language.</li> <li>• I can use appropriate word choice.</li> <li>•</li> </ul> |  |  | XX |  |  |

**Unit: Media Literacy/Newspaper Unit**

| Resources: | Standard(s): | Learning Targets | Assessment: | Q1 | Q2 | Q3 | Q4 |
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| <p><i>The Brookings Register</i> news articles</p> <p><i>Scholastic News online</i></p> <p><i>TV411.org</i></p> <p><i>Newspaper Scavenger Hunts</i></p> <p><i>Using the Newspaper to Teach Reading Skills</i></p> <p><i>TIME for Kids</i></p> <p><i>TIME for Kids-Teachers</i></p> <p><i>In The News!</i></p> | <p>6.R.2.1 Students can utilize <u>direct and implied meaning</u> to comprehend text. (Analysis)</p> | <ul style="list-style-type: none"> <li>• I can use what I already know to understand the text.</li> <li>• I can form questions about the text to help me understand</li> <li>• I can identify different question types (eg – main idea / factual / inferential / contextual)</li> </ul> | <p>Daily assignments, quizzes, end of unit test</p> <p>TV411 quizzes</p> |  |  | XX |  |
|   | <p>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text. (Application)</p>    | <ul style="list-style-type: none"> <li>• I can determine purpose for reading (enjoyment or information).</li> <li>• I can adjust my reading speed for different types/genres of text.</li> <li>• I can skim/scan for meaning of a text.</li> <li>• I can self-monitor my</li> </ul>     |  |  |  | XX |  |

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|  |  | <p>reading to make sure I'm understanding</p> <ul style="list-style-type: none"> <li>•</li> </ul>  |  |  |    |  |
|  | <p>6.R.3.1 Students can describe <u>text structures</u> to determine meaning in fiction, nonfiction, and poetry. (Comprehension)</p>   | <ul style="list-style-type: none"> <li>• I can compare and contrast different texts</li> </ul>   |  |  | XX |  |
|  | <p>6.R.3.2 Students can describe <u>literary elements</u> to determine meaning in fiction, nonfiction, and poetry. (Comprehension)</p> | <ul style="list-style-type: none"> <li>• I can explain setting and use it to determine meaning of a text</li> <li>• I can identify point of view and use it to determine meaning of a text.</li> <li>• I can identify the author's purpose and use it to determine meaning of a text (persuade / inform / entertain).</li> </ul> |  |  | XX |  |
|  | <p>6.R.4.1 Students can compare and contrast text from different <u>time periods, cultures, and historical events</u>. (Analysis)</p>  | <ul style="list-style-type: none"> <li>• I can identify the point of view in two different texts and then compare and contrast them</li> <li>• I can identify the geographical location in two different texts and</li> </ul>  |  |  | XX |  |

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|  |   | <p>then compare and contrast them</p> <ul style="list-style-type: none"> <li>•</li> </ul>   |  |  |    |  |
|  | <p>6.R.5.1 Students can compare and contrast information on one topic from multiple <u>informational texts</u>.<br/>(Synthesis)</p> | <ul style="list-style-type: none"> <li>• I can locate, gather, and organize important facts in informational texts.</li> <li>• I can compare and contrast information from two or more informational texts to determine relevance.</li> <li>• I can identify a primary and a secondary source</li> <li>•</li> </ul> |  |  | XX |  |
|  | <p>6.R.5.2 Students can evaluate the <u>credibility of informational texts</u></p>  | <ul style="list-style-type: none"> <li>• I can decide what is important as I read</li> <li>• I can distinguish fact from opinion.</li> <li>• I can determine author's purpose.</li> <li>• I can determine the credibility of various sources.</li> </ul>  |  |  | XX |  |
|  | <p>6.R.5.3 Students can utilize sources to locate information.</p>  | <ul style="list-style-type: none"> <li>• I can find information in a newspaper</li> </ul>   |  |  |    |  |
|  | <p>.LVS.1.3 Students can identify facts and opinions in auditory and</p>  | <ul style="list-style-type: none"> <li>• I can recognize facts and opinions using my listening and viewing skills. 6.LVS.1.3</li> </ul>   |  |  |    |  |



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|  | visual information<br>(Knowledge) | • |  |  |  |  |  |
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**Unit: Poetry**

| <b>Resources:</b>                   | <b>Standard(s):</b>  | <b>Learning Targets</b>   | <b>Assessment:</b> | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
|-------------------------------------|--|---|--------------------|-----------|-----------|-----------|-----------|
| PH Literature book and poetry books | 6.R.1.2 Students can utilize <u>context</u> to comprehend words with multiple meanings.<br>(Application) | <ul style="list-style-type: none"> <li>I can explain the literal and figurative meanings of the word.</li> </ul>  |                    |           |           | XX        | XX        |
|                                     | 6.R.2.1 Students can utilize <u>direct and implied meaning</u> to comprehend text. (Analysis)            | <ul style="list-style-type: none"> <li>I can use what I already know to understand the text.</li> <li>I can form mental images during reading.</li> <li>I can distinguish between the connotation and denotation of a word to understand the text.</li> <li>I can make inferences about the meaning of the text.</li> </ul> |                    |           |           |           |           |

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|  | <p>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text. (Application)</p>                    | <ul style="list-style-type: none"><li>• I can determine purpose for reading (enjoyment or information).</li><li>• I can adjust my reading speed for different types/genres of text.</li><li>• I can self-monitor my reading to make sure I'm understanding.</li><li>• I can read with appropriate expression.</li><li>• I can read according to punctuation.</li></ul>                          |  |  |  |  |  |
|  | <p>6.R.3.1 Students can describe <u>text structures</u> to determine meaning in fiction, nonfiction, and poetry.</p> | <ul style="list-style-type: none"><li>• I can compare and contrast different texts.</li><li>• I can identify and create stanza and verse in a poem.</li><li>• I can identify and create a couplet and a quatrain in a poem.</li><li>• I can identify and apply a rhyming scheme.</li><li>• I can identify and create types of poetry (free verse, limerick, haiku, couplet, concrete)</li></ul> |  |  |  |  |  |

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|  | <p>6.R.3.2 Students can describe <u>literary elements</u> to determine meaning in fiction, nonfiction, and poetry.</p>                | <ul style="list-style-type: none"> <li>• I can identify the author’s purpose and use it to determine meaning of a text (persuade / inform / entertain).</li> </ul>   |  |  |  |  |  |
|  | <p>6.R.3.3 Students can describe <u>literary devices</u> to determine meaning in fiction, nonfiction, and poetry. (Comprehension)</p> | <ul style="list-style-type: none"> <li>• I can identify and create similes and use it to determine meaning of a text.</li> <li>• I can identify and create metaphors and use it to determine meaning of a text.</li> <li>• I can identify idioms and use it to determine meaning of a text.</li> <li>• I can identify and create personification and use it to determine meaning of a text.</li> <li>• I can identify and create hyperbole (exaggeration) and use it to determine meaning of a text.</li> <li>• I can identify and create alliteration and use it to determine meaning of a text.</li> </ul> |  |  |  |  |  |

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|  |  | <ul style="list-style-type: none"><li>• I can identify and create onomatopoeia and use it to determine meaning of a text.</li></ul> |  |  |  |  |  |
|  |  | <ul style="list-style-type: none"><li>•</li></ul>   |  |  |  |  |  |
|  |  | <ul style="list-style-type: none"><li>•</li></ul>   |  |  |  |  |  |