

Grade Level	State Standard	Description	Quarter	Unit Objective	Novels and suggested materials	Textbooks and Resources	Activities and Projects
6	1.2.1	The student... uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.	1	1st quarter Analyze and read Expository text	The Cay by Theodore Taylor	Great Expectations by Scott Foresman Publishing	(b) provides students with a model text that uses a variety of conventions and text features. The teacher guides students identify significant conventions and text features and discuss these conventions might interrupt a fluent oral reading of the text. these conventions might interrupt a fluent oral reading of the text.
6	1.2.2	reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	1		Assorted Plays	READ magazine	Then, class participates in a choral reading of the text. Then, class participates in a choral reading of the text. Next, the teacher presents students with a similar text to interpret and read aloud independently or fluently.
6	1.2.5	adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	1				
6	1.3.1	▲ determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.	1		El Guero: A True Adventure Story pg 500	Great Expectations by Scott Foresman Publishing	uses cloze reading strategies. The teacher selects a text of approximately 300 words
	1.3.2	uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.	1				thesaurus activities
	1.3.3	understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	1				
	1.4.2	▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists and uses such features to locate information in and to gain meaning from appropriate-level texts.	1		The Librarian Who Measured the Earth pg 651	Reader's Handbook	Student sharing activity with examples and presenting of information
	1.4.9	▲ uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository,	1		Excerpt from Phantom Tollbooth pg 544	Great Expectations by Scott Foresman Publishing	guide students to create a graphic organizer map that identifies key concepts that aides the student to give an oral summary of thekey concepts that aides the student to give an oral summary of the text

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		persuasive, and technical texts in logical order.					
	2.2.2	compares and contrasts various languages, traditions, and cultures found in literature.	1		The Cay by Theodore Taylor		
	2.2.3	makes connections between specific aspects of literature from a variety of cultures and personal experiences.	1				
	1.4.1	identifies characteristics of narrative, expository, technical, and persuasive texts.	1,2,3,4				
			2	2nd quarter Analyze and read Persuasive test	Maniac Magee by Jerry Spinelli	Great Expectations by Scott Foresman Publishing	
	1.4.10	▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.	2				provides the students with a magazine article. Using a main idea organizer, the students, working in small groups, discuss and identify the main idea and supporting details.
6	1.3.5	▲ identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, hyperbole, onomatopoeia, personification, and idioms.	2				Figurative language project visual representation
6	1.4.11	. ▲ identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose.	2			Great Expectations by Scott Foresman Publishing	Jolly Rancher story students write a story using one of the three types of author's purpose
6	1.4.12	establishes a purpose for reading (e.g., to be informed, to follow directions to be entertained, to solve problems).					
6	1.2.3	uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.	2				
6	1.2.4	uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.	2				
6	1.3.4	▲ determines meaning of words through knowledge of word structure (e.g., ▲root words, ▲prefixes, ▲suffixes).	2				flashcards activity and matching game

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6	1.3.6	identifies word connotations and word denotations.	1				
6	1.4.3	uses prior knowledge, content, and text type features to make, revise, and confirm predictions.	2				
6	1.4.4	generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	2				
6	1.4.5	▲ uses information from the text to make inferences and draw conclusions.					Inference activity from University of Kansas Research
6	1.4.14	▲ identifies or describes evidence that supports conclusions in persuasive text.	2		Saving the Sound and Louis Braille	Great Expectations by Scott Foresman Publishing	a) provides students with a persuasive text and asks students to discuss evidence from text that supports different points of view.
6	1.4.15	▲ distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.	2		To the Pole	Great Expectations by Scott Foresman Publishing	provides students with various newspaper clippings and asks them to distinguish between the factual stories and the editorial opinions. Ask them to highlight any opinions that may be included in factual stories
				3rd quarter Analyze and read 3 Narrative text	Devil's Arithmetic by Jane Yolen	Great Expectations by Scott Foresman Publishing	
6	1.4.6	▲ analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	3		Seven Ancient Wonders Tony and the Snark pg 22		demonstrates the use of note taking skills and guides the students to highlight portions of the text that support the various text structure.
6	1.4.8	▲ explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	3				models and then directs the students to highlight the cause in one color and the effect in another color on a portion of copied text.
6	1.4.7	▲ compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts	3		The Telephone Call	Great Expectations by Scott Foresman Publishing	practice with a story map and plot chart

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6	2.1.1	▲ describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	3				helps the students to identify characters and describe those characters' actions, feelings, and physical characteristics. Students then compare and contrast how character actions influence self and others.
6	2.1.2	▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	3		Excerpt from Hatchet "From a Spark"	Great Expectations by Scott Foresman Publishing	provides students with a Venn Diagram comparing setting in the story to another either from life or another text.
6	2.1.3	▲ identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.	3		Brother's Promise	Great Expectations by Scott Foresman Publishing	has the students draw the major events related to the conflict in a story and discuss how one event leads to another.
6	2.1.4	identifies aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.	3		Night of the Pomegranate	Great Expectations by Scott Foresman Publishing	
6	1.4.13	follows directions explained in technical text.	4	4th quarter Analyze and read technical text	Westing Game by Ellen Raskin		
6	2.1.5	identifies the use of literary devices (e.g., foreshadowing, flashback).	4				
6	2.2.1	understands the effects history and cultures may have on works of literature.	4				