



MARYLAND
Voluntary State Curriculum
Reading, Writing, Controlling Language,
Listening, Speaking – Grade 6
Literature: The Reader’s Choice Course 1 © 2002

| OBJECTIVES | PAGE REFERENCES |
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| 1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one. | |
| A. Phonemic Awareness | |
| B. Phonics | |
| C. Fluency | |
| 1. Read orally at an appropriate rate | |
| a. Read familiar text at a rate that is conversational and consistent | SE: 157, 203, R68-R69, R71, R77 TWE: LSM 46 |
| b. Read independent level text* at a rate greater than 130 correct words read per minute | SE: 157, R67, R68-R69, R71, R77 TWE: RM 181, 197 MIN 271 |
| c. Read instructional level text** at a rate greater than 100 words read correctly per minute | SE: 157, R68-R69, R71, R77 |
| 2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression | |
| a. Apply knowledge of word structures and patterns to read with automaticity | SE: 203, 636, R64 <i>Vocabulary</i> 227, 339 TWE: LSM 46 MIN 359 VS 248 |
| b. Demonstrate appropriate use of phrasing: <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation (emphasis on certain words) to convey meaning and expression • Adjust intonation and pitch (rise and fall of spoken voice) appropriately | SE: 203, R65, R69 <i>Performing</i> 124, 188, 711 <i>Listening and Speaking</i> 196 TWE: LSM 20, 46, 521 MIN 312 |
| D. Vocabulary | |
| 1. Develop and apply vocabulary through exposure to a variety of texts | |
| a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts | SE: R64-R67, R71-R72, R76 <i>Vocabulary</i> 75 TWE: RM 81 MIN 6, 219, 569, 607, 654, 791 |

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| b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation | SE: R71-R72, R76 <i>Literature Groups</i> 366 TWE: MIN 19, 156, 232, 348, 459, 761 VS 24 |
| 2. Apply a conceptual understanding of new words | |
| a. Classify and categorize increasingly complex words into sets and groups | SE: 31 <i>Web It!</i> 32 TWE: T87 MIN 161, 168, 283, 481, 541, 732 |
| b. Explain relationships between and among words <u>Assessment Limits:</u> ➤ <i>Antonyms and synonyms</i> ➤ <i>Concept hierarchies</i> ➤ <i>Multiple meaning words</i> ➤ <i>Specialized use of vocabulary in specific content areas</i> | SE: 348, 441, R72, R74-R75 <i>Vocabulary</i> 29, 59, 147, 175, 237, 281, 395, 458, 537, 557 |
| 3. Understand, acquire, and use new vocabulary | |
| a. Use context to determine the meanings of words <u>Assessment Limits:</u> ➤ <i>Above grade-level words used in context</i> ➤ <i>Words with multiple meanings</i> ➤ <i>Connotations versus denotations</i> ➤ <i>Grade-appropriate idioms, colloquialisms, and figurative expressions</i> | SE: 156, 441, 529, R65, R75 <i>Vocabulary</i> 164, 537, 575, 705 TWE: VS 24, 56, 220 |
| b. Use word structure to determine the meaning of words <u>Assessment Limits:</u> ➤ <i>Prefixes and suffixes</i> ➤ <i>Grade-appropriate roots and base words</i> ➤ <i>Grade-appropriate compound words</i> ➤ <i>Grade-appropriate inflectional endings</i> | SE: 283, 732, R66, R73-R74 <i>Vocabulary</i> 51, 263, 297, 367, 379, 417, 470, 512, 635, 731 |
| c. Use resources to confirm definitions and gather further information about words <u>Assessment Limits:</u> ➤ <i>Electronic and/or print dictionaries</i> ➤ <i>Thesauruses</i> ➤ <i>Other grade-appropriate resources</i> | SE: 636, R66-R67, R72-R73 <i>Vocabulary</i> 164, 227, 321, 339 TWE: MIN 219, 283, 359, 654 |
| d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression | SE: R67 TWE: T86 LSM 20 MIN 6, 110, 348, 441 |

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| E. General Reading Comprehension | |
| 1. Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts | |
| a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background | SE: 5-13, 40-50, 55-59, 149-155, 167-175, 217-226, 355-366, 422-433, 472-479, 515-527 |
| b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres | SE: 109, 209, 303, 401, 487, 599, 685, 735-764, 801 TWE: T85 |
| c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations | SE: 27, 49, 73, 100, 173 <i>Literature Groups</i> 13, 28, 50, 202 TWE: RJ 62 |
| 2. Use strategies to prepare for reading (before reading) | |
| a. Survey and preview the text | SE: 562, 664, 667, 714, 734, 770, 786, R76 <i>Preview</i> 668 TWE: ARS 565 |
| b. Set a purpose for reading the text | SE: R77 <i>Setting a Purpose</i> 16, 32, 39, 54, 64, 76, 86, 116, 127, 148 TWE: RM 151 |
| c. Make predictions and ask questions about the text | SE: 178, R77, R83 <i>Predict</i> 448 TWE: ARS 65, 87, 117, 149, 159, 311 |
| d. Make connections to the text from prior knowledge and experiences | SE: R76-R77 <i>Reading Focus</i> 4, 16, 32, 39, 166, 180, 192, 216 TWE: ARS 17, 167 |
| 3. Use strategies to make meaning from text (during reading) | |
| a. Reread the difficult parts slowly and carefully | SE: 157, R68, R78 <i>Reading and Thinking</i> 37, 557 TWE: RM 130, 325, 343, 373, 503 MIN 271 |
| b. Use own words to restate the difficult part | SE: <i>Creative Writing</i> 147 <i>Reading and Thinking</i> 37 TWE: RM 118, 249 |
| c. Read on and revisit the difficult part | SE: R68 |
| d. Skim the text to search for connections between and among ideas | SE: R68, R77 <i>Reading and Thinking</i> 470 TWE: RM 38 |
| e. Make, confirm, or adjust predictions | SE: 352, 444 <i>Reading and Thinking</i> 51, 227 <i>Predict</i> 356, 362, 364, 451, 454, 672, 673 TWE: ARS 5 |
| f. Periodically summarize while reading | TWE: T88 RM 89, 222, 258, 503, 745, 818 |

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| g. Periodically paraphrase important ideas or information | SE: R82 <i>Writing About Literature</i> 202 TWE: RM 118, 249, 373, 465 MIN 150 |
| h. Visualize what was read for deeper understanding | SE: 178, R78 <i>Visualize</i> 181 <i>Reading and Thinking</i> 175 TWE: RM 325 ARS 55, 193, 199, 247, 373 |
| i. Use a graphic organizer or another note-taking technique to record important ideas or information | SE: R78-R79 <i>Reading and Thinking</i> 321 TWE: RM 130, 169, 222, 258, 385, 503, 544, 638, 772 |
| j. Explain personal connections to ideas or information in the text | SE: <i>Connect</i> 68, 71, 72, 179, 445, 775 TWE: RJ 62 RM 130, 241 ARS 11, 44 |
| 4. Use strategies to demonstrate understanding of the text (after reading) | |
| a. Identify and explain the main idea <u>Assessment Limit:</u> ➤ <i>Main ideas in the text or a portion of the text</i> | SE: 576, R81-R83 <i>Reading and Thinking</i> 297 <i>Literary Elements</i> 163 TWE: T88 RM 66, 126, 411, 756 |
| b. Identify and explain what is directly stated in the text <u>Assessment Limit:</u> ➤ <i>Main ideas, supporting details and other information stated in the text or a portion of the text</i> | SE: 576, R81-R83 <i>Reading and Thinking</i> 297 <i>Literary Elements</i> 163, 236 TWE: RM 126, 411, 666, 756 LE 582 |
| c. Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limit:</u> ➤ <i>Inferences based on implied information from the text or a portion of the text</i> | SE: 322, R83 <i>Reading and Thinking</i> 367 TWE: T88 CT 98, 287, 289, 313, 337, 360 |
| d. Draw conclusions or make generalizations about the text <u>Assessment Limit:</u> ➤ <i>Conclusions and generalizations based on stated and/or implied information from the text and previous knowledge or experience</i> | SE: 481, R83, R96-R97 <i>Reading and Thinking</i> 395, 592 TWE: CT 97, 290, 616, 790 |
| e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limit:</u> ➤ <i>Predictions based on stated and/or implied information from the text</i> | SE: R77 <i>Predict</i> 451 <i>Reading and Thinking</i> 227, 623 TWE: CT 467, 754 |
| f. Paraphrase the main idea of the text <u>Assessment Limits:</u> ➤ <i>Complete text or a portion of the text</i> | SE: <i>Reading and Thinking</i> 37 <i>Literary Elements</i> 27, 236, 319 <i>Writing About Literature</i> 202 TWE: ARS 122 |

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| g. Summarize the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Main idea and supporting information across the text or a portion of the text ➤ Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution | SE: 792 (2) <i>Reading and Thinking</i> 37 <i>Literary Elements</i> 27, 236, 319 <i>Writing About Literature</i> 202 TWE: T88 RM 89, 222, 548, 745 |
| h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Prior knowledge or experience that clarifies, extends, or challenges the ideas and information in the text | SE: <i>Evaluate and Connect</i> 58, 83, 100, 123, 146, 163, 201, 250, 378 TWE: WM 117 |
| 2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts. | |
| A. Comprehension of Informational Text | |
| 1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts | |
| a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Textbooks ➤ Appropriate reference materials ➤ Research and historical documents ➤ Personal narratives ➤ Diaries/journals ➤ Biographies ➤ Newspapers ➤ Letters ➤ Articles ➤ Web sites and other on-line materials ➤ Other appropriate content-specific texts | SE: 14, 38, 60-61, 159-163, 165, 264, 266-267, 269-279, 282, 285-295, 560-561 |
| b. Read, use, and identify the characteristics of functional documents <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Sets of directions ➤ Science experiments ➤ Atlases ➤ Posters ➤ Flyers ➤ Forms ➤ Instructional manuals ➤ Menus ➤ Pamphlets ➤ Rules ➤ Invitations ➤ Recipes ➤ Advertisements ➤ Other functional documents | SE: 210-211, 419, 544, 593, 795, R94-R95 <i>Reading and Thinking</i> 470, 575 <i>Literary Elements</i> 573 <i>Learning for Life</i> 28 <i>Practice</i> R71 TWE: LSC 227 IC 420 |

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| c. Select and read to gain information from personal interest materials, such as books, catalogs, brochures, cookbooks, magazines, and web sites | SE: R48, R93-R94 <i>Internet Connection</i> 59, 469 <i>Interdisciplinary Activity</i> 196 TWE: RWC 337, 413, 426, 455, 509 |
| 2. Identify and use text features to facilitate understanding of informational texts | |
| a. Use print features <u>Assessment Limits:</u> ➤ <i>Large bold print</i> ➤ <i>Font size/type</i> ➤ <i>Colored print</i> ➤ <i>Italics</i> ➤ <i>Quotation marks</i> ➤ <i>Underlining</i> ➤ <i>Other print features encountered in informational texts</i> | SE: 52-53, 190-191, 252-253, 368-369, 412, 415, 460-461, 558-559, 560-561 TWE: GLM 162 |
| b. Use graphic aids <u>Assessment Limits:</u> ➤ <i>Illustrations</i> ➤ <i>Photographs</i> ➤ <i>Drawings</i> ➤ <i>Sketches</i> ➤ <i>Cartoons</i> ➤ <i>Maps (key, scale, legend)</i> ➤ <i>Graphs</i> ➤ <i>Charts/tables</i> ➤ <i>Diagrams</i> ➤ <i>Other graphic aids encountered in informational texts</i> | SE: 544, 562, R93, R94-R95 <i>Reading and Thinking</i> 575 <i>Viewing the Map</i> 277, 581 <i>Activity</i> 419 TWE: RM 544, 581 VM 568 |
| c. Use informational aids <u>Assessment Limits</u> ➤ <i>Introductions and overviews</i> ➤ <i>Materials lists</i> ➤ <i>Timelines</i> ➤ <i>Captions/Labels</i> ➤ <i>Glossed words</i> ➤ <i>Numbered steps</i> ➤ <i>Bulleed lists</i> ➤ <i>Footnoted words</i> ➤ <i>Pronunciation key</i> ➤ <i>Transition words</i> ➤ <i>End notes</i> ➤ <i>Works cited</i> ➤ <i>Other informational aids encountered in informational texts</i> | SE: 52-53, 190-191, 252-253, 561, 562, 586, 666, R87, R95 TWE: RM 81 |

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| <p>d. Use organizational aids <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Titles, chapter titles, and subtitles</i> ➤ <i>Headings, subheadings</i> ➤ <i>Tables of contents</i> ➤ <i>Numbered steps</i> ➤ <i>Glossaries</i> ➤ <i>Indices</i> ➤ <i>Transition words</i> ➤ <i>Other organizational aids encountered in informational texts</i> | <p>SE: 52-53, 190-191, 252-253, 560, 562, 733, R93 TWE: RM 38, 126, 418 MIN 585</p> |
| <p>e. Use on-line features <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>URLs</i> ➤ <i>Hypertext links</i> ➤ <i>Sidebars</i> ➤ <i>Drop down menus</i> ➤ <i>Home pages</i> ➤ <i>Site maps</i> ➤ <i>Other features characteristic of on-line text</i> | <p>SE: 190-191, 418, 420, 460-461, 733 TWE: RM 38</p> |
| <p>f. Identify and explain the contributions of text features to supporting the main idea of the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between text features and meaning</i> | <p>SE: 560-561 TWE: RM 329, 418 RWC 455 MIN 585</p> |
| 3. Develop and apply knowledge of organizational structure of informational text to facilitate understanding | |
| <p>a. Identify and analyze the organizational patterns of texts <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Sequential and chronological order</i> ➤ <i>Cause/effect</i> ➤ <i>Problem and solution</i> ➤ <i>Similarities and differences</i> ➤ <i>Description</i> ➤ <i>Main idea and supporting details</i> ➤ <i>Transition or signal words and phrases that suggest a specific organizational pattern</i> | <p>SE: 85, 282, 560-561, R79-R80 <i>Reading and Thinking</i> 29, 470 <i>Literary Elements</i> 573, 590 TWE: RM 14, 57, 420, 544</p> |
| <p>b. Explain how the organizational pattern clarifies and reinforces meaning and supports the author's/text's purpose <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the organizational pattern and meaning</i> ➤ <i>Connections between the organizational pattern and the author's/text's purpose</i> | <p>SE: 85, 560-561, 576, R80 <i>Literary Elements</i> 573 TWE: RM 14, 57, 126, 503</p> |

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| 4. Determine and analyze important ideas and messages in informational text | |
| a. Identify and explain the author's/text's purpose and intended audience <u>Assessment Limits:</u> ➤ Purpose of the author or the text or a portion of the text ➤ Connections between the text and the intended audience | SE: 510 (9), 785, R89-R90 <i>Reading and Thinking</i> 75, 125 <i>Literary Elements</i> 536 <i>Literature Groups</i> 59, 511 <i>Writing About Literature</i> 296 TWE: LE 70 RM 160, 275 |
| b. Identify and explain the author's opinion <u>Assessment Limits:</u> ➤ Texts or portions of texts in which the author's opinion is evident | SE: R90 <i>Reading and Thinking</i> 75, 125, 281 <i>Literature Groups</i> 59, 74 TWE: RM 74, 160, 275 RJ 62 CT 290 |
| c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ Main idea of the text or a portion of the text ➤ Important messages or arguments in the text | SE: 576, R81 <i>Reading and Thinking</i> 297 <i>Literary Elements</i> 163, 393 TWE: RM 126, 411, 666 LE 160, 580, 582 |
| d. Summarize the text or a portion of text <u>Assessment Limits:</u> ➤ Main ideas and supporting details across the text or a portion of the text | SE: R82-R83 <i>Reading and Thinking</i> 297, 512 <i>Writing About Literature</i> 59, 280, 511 TWE: RM 89, 222, 745 LE 502, 508 |
| e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ Information in the text that does not relate directly to the main idea | SE: 61, 73 (9) <i>Literary Elements</i> 58, 100 TWE: RM 18 LE 56, 68, 270, 293 WM 431 |
| f. Explain relationships between and among ideas <u>Assessment Limits:</u> ➤ Comparison/contrast ➤ Cause/effect ➤ Sequence ➤ Definition and example ➤ Relationships between and among ideas in one or more texts ➤ Relationships between and among ideas and prior knowledge in one or more texts | SE: 85, R83-R84, R91 <i>Reading and Thinking</i> 29, 102 <i>Writing About Literature</i> 574 TWE: RM 14, 42, 420 CT 274 |
| g. Synthesize ideas from text to form new understanding <u>Assessment Limits:</u> ➤ Conclusions, inferences, and generalizations from one text or across multiple texts ➤ New understandings based on synthesis of ideas in one or more texts | SE: 322, 481, R83 <i>Reading and Thinking</i> 395, 592 TWE: CT 10, 161, 241, 273, 287, 507 |

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| h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> ➤ <i>Facts versus opinions in one or more texts</i> | SE: 61, 481, R61-R62, R84 <i>Reading and Thinking</i> 281 TWE: RM 74, 264, 737 CT 413, 584 |
| i. Explain how someone might use the text <u>Assessment Limits:</u> ➤ <i>Application of the text for personal use or content-specific use</i> | SE: 210-211 <i>Activities</i> 53, 191, 253, 369, 461, 559 <i>Writing About Literature</i> 101 <i>Listening and Speaking</i> 164 <i>Art Activity</i> 296 TWE: WM 117 RWC 675 |
| j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i> | SE: <i>Analyzing Media</i> 264 <i>Literature Groups</i> 574 <i>Interdisciplinary Activity</i> 591 TWE: LE 95 RM 290 ARS 424, 430, 567, 583, 585, 587 |
| 5. Analyze purposeful use of language | |
| a. Analyze specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u> ➤ <i>Significant words and phrases with a specific effect on meaning</i> ➤ <i>Figurative language</i> ➤ <i>Idioms</i> ➤ <i>Connotations of grade-appropriate words</i> ➤ <i>Technical or content vocabulary</i> | SE: 176-177, 529, R72, R75 <i>Literary Elements</i> 36, 58, 225, 250, 365, 648 <i>Writing About Literature</i> 394, 556 |
| b. Analyze specific language choices that create tone <u>Assessment Limits:</u> ➤ <i>Specific words or phrases that create tone</i> ➤ <i>Tone in the text or a portion of the text</i> | SE: 621 (10), 712 <i>Literary Elements</i> 123, 201 TWE: AC 411, 694 LE 118, 119, 495, 695 |
| c. Analyze the effect of repetition of words and phrases on meaning <u>Assessment Limits:</u> ➤ <i>Repetition used to emphasize important ideas or information in the text</i> ➤ <i>Connections between repetition and meaning</i> | SE: 176 <i>Literary Elements</i> 183, 243, 704 <i>Writing About Literature</i> 328, 649 TWE: LE 241, 242, 247 AC 261, 495 |
| 6. Read critically to evaluate informational text | |
| a. Explain whether the text fulfills the reading purpose <u>Assessment Limits:</u> ➤ <i>Connections between the content of the text and the purpose for reading</i> | SE: 785, R92 <i>Reading and Thinking</i> 458, 783 <i>Writing About Literature</i> 417 <i>Literature Groups</i> 511 <i>Evaluate and Connect</i> 173 TWE: ARS 34 RM 264 CT 571 |

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| <p>b. Analyze changes or additions to the structure and features of the text that would make the text easier to understand</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between effectiveness of format and text features in clarifying the main idea of the text</i> ➤ <i>Connections between effectiveness of organizational pattern and clarity of the main idea</i> | <p>SE: 295 (9) <i>Reading and Thinking</i> 458, 783 <i>Writing About Literature</i> 417, 766</p> <p>TWE: ARS 34 CT 41, 464, 567, 644, 742 RM 329</p> |
| <p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the credentials of the author and the information in the text</i> ➤ <i>Factual basis of the information in the text</i> ➤ <i>Currency of the information in the text</i> | <p>SE: 785, R61-R62, R84-R85, R92 <i>Reading and Thinking</i> 635</p> <p>TWE: RM 74, 264 RJ 267 LE 151 CT 290, 584, 747</p> |
| <p>d. Determine and explain whether or not the author's argument or position is presented fairly</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the main idea and the reader's understanding</i> ➤ <i>Evidence of equal treatment of opposing points of view</i> | <p>SE: R61-R62, R84-R85, R92 <i>Reading and Thinking</i> 281</p> <p>TWE: CT 69, 290, 436, 584, 654, 655, 760 RM 74, 264</p> |
| <p>e. Identify and explain information not included in the text that would have clarified the author's point</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i> ➤ <i>Connections between the main idea and information not included in the text</i> | <p>SE: <i>Evaluate and Connect</i> 751</p> <p>TWE: CT 567, 571, 644</p> |
| <p>f. Identify and explain language intended to persuade the reader</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases that have an emotional appeal</i> ➤ <i>Effectiveness of words and phrases used to persuade the reader</i> | <p>SE: 513, 785, R61-R62, R84-R85 <i>Critical Viewing</i> 493</p> <p>TWE: LSM 709 RM 264, 737 CT 747, 760</p> |
| <p>3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.</p> | |
| <p>A. Comprehension of Literary Text</p> | |
| <p>1. Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts</p> | |
| <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> | <p>SE: 5-13, 40-50, 55-59, 149-155, 167-175, 217-226, 355-366, 422-433, 472-479, 515-527</p> |

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| b. Listen to critically, read, and discuss a variety of literary forms and genres | SE: 239-244, 259-263, 495-499, 501-511, 531-537, 579-591, 615-623, 640-649, 668-677, 693-705 |
| 2. Analyze text features to facilitate understanding of literary texts | |
| a. Identify and explain how organizational aids contribute to meaning <u>Assessment Limits:</u> ➤ <i>Title of the book, story, poem, or play</i> ➤ <i>Titles of chapters</i> ➤ <i>Subtitles, subheadings</i> | SE: 12 (8,9), 250 (5), 662-663, 664, R76, R93 TWE: RM 418 LE 740 |
| b. Identify and explain how print features contribute to meaning <u>Assessment Limits:</u> ➤ <i>Illustrations</i> ➤ <i>Punctuation</i> ➤ <i>Print features</i> | SE: 178, 662-663, R94-R95 <i>Literature Groups</i> 328 <i>Literary Elements</i> 676, 765 <i>Grammar and Language</i> 767 TWE: AC 194 LE 259, 326, 739 RM 638 |
| c. Identify and explain how informational aids contribute to meaning <u>Assessment Limits:</u> ➤ <i>Footnoted words and phrases</i> ➤ <i>Biographical information about the author</i> | SE: R66-R67 <i>Did You Know?</i> 317 <i>Building Background</i> 4, 76, 198, 216, 254, 310, 324, 446 |
| 3. Analyze elements of narrative texts to facilitate understanding and interpretation | |
| a. Identify and use structural features to distinguish among types of narrative text <u>Assessment Limits:</u> ➤ <i>Short stories, realistic fiction, historical fiction, science fiction, folklore, fantasy, essays, personal narratives, biographies, autobiographies</i> ➤ <i>Plays</i> ➤ <i>Poetry</i> | SE: 60-61, 176-177, 266, 350-351, 442-443, 662-663, 768 <i>Literary Elements</i> 12, 510, 659 |
| b. Analyze the conflict and the events of the plot <u>Assessment Limits:</u> ➤ <i>Narrative text with exposition, rising action, climax, and resolution</i> ➤ <i>Internal and/or external conflicts or conflicts between characters and external forces</i> | SE: 350-351, 768 <i>Literary Elements</i> 146, 393 TWE: RM 385 LE 19, 98, 132, 145, 172, 224, 256, 384-392 |
| c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters <u>Assessment Limits:</u> ➤ <i>Immediate time and place of the action as well as its larger context</i> ➤ <i>Connections among the characters, the setting, and the mood</i> | SE: 350, 442, 660 <i>Literary Elements</i> 100, 346, 781 TWE: LE 66, 334, 345, 389 AC 344 |

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| d. Analyze the characterization <u>Assessment Limits:</u> ➤ <i>What characters say, do, and think</i> ➤ <i>What other characters say about them</i> | SE: 347, 350-351, 712 <i>Literary Elements</i> 73, 173, 262, 279, 729 TWE: LE 43, 68, 171 |
| e. Analyze relationships between and among characters and events <u>Assessment Limits:</u> ➤ <i>Connections between and among characters</i> ➤ <i>Connections between and among situations</i> ➤ <i>Cause-effect relationships between characters' actions and the results of those actions</i> ➤ <i>Cause-effect relationships between and among events</i> | SE: 85, 347, 350-351, 712 <i>Reading and Thinking</i> 29 TWE: LE 134 RM 14, 135, 233, 258 |
| f. Identify and explain how the actions of the character(s) affect the plot <u>Assessment Limits:</u> ➤ <i>Connections between the actions of the characters and the outcome of the plot</i> | SE: 350-351, 712 <i>Interpret</i> 510, 526, 633 TWE: AC 95 LE 256, 261, 438, 523 |
| g. Analyze conflicts that motivate characters and those that advance the plot <u>Assessment Limits:</u> ➤ <i>Conflicts that affect characters' actions</i> ➤ <i>Conflicts that advance the action of the plot</i> | SE: 29 (9), 350-351 <i>Literary Elements</i> 146 <i>Writing About Literature</i> 527 TWE: LE 19, 44, 98, 257, 429, 516, 518, 525 |
| h. Identify and explain the author's approach to issues of time in a narrative <u>Assessment Limits:</u> ➤ <i>Flashback</i> | SE: 60, 295 (9), 560 <i>Reading and Thinking</i> 794 <i>Literary Elements</i> 83 TWE: RM 8, 222, 425, 503 AC 410 LE 788 |
| i. Identify and explain the point of view <u>Assessment Limits:</u> ➤ <i>Narrator of the story</i> ➤ <i>First versus third person limited or omniscient point of view</i> | SE: 60, 243 (6), 351, 439 (4) <i>Literary Elements</i> 49, 378 TWE: LE 45, 436, 533 WM 335 |
| 4. Analyze elements of poetry to facilitate understanding and interpretation | |
| a. Use structural features to distinguish among types of poems <u>Assessment Limits:</u> ➤ <i>Types of poems, such as haiku, form/shape poetry, cinquain, etc.</i> | SE: 177, R4, R5, R6 <i>Literary Elements</i> 195, 704, 711 <i>Personal Writing</i> 37 TWE: LE 193, 194, 326, 609, 694-702 |
| b. Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> ➤ <i>Specific meaning of words, lines and/or stanzas</i> ➤ <i>Speaker versus the poet</i> | SE: 36, 176-177, 178, 187 (6), 201, 327, 498 <i>Writing About Literature</i> 37, 251 TWE: LE 33, 34 AC 694 |

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| <p>c. Identify and explain how sound elements of poetry contribute to meaning <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Rhythm</i> ➤ <i>Alliteration</i> ➤ <i>Onomatopoeia</i> ➤ <i>Connections between sound elements and meaning</i> | <p>SE: 176-177, 187 (5), 498 (8), R7-R8 <i>Literary Elements</i> 187, 704, 711 <i>Literature Groups</i> 37</p> <p>TWE: LE 33, 193, 694 RJ 178 AC 607</p> |
| 5. Analyze elements of drama to facilitate understanding | |
| <p>a. Use structural features to distinguish among types of plays <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Cast, stage directions</i> ➤ <i>Acts, scenes, prologues</i> | <p>SE: 662-663, 664-665 TWE: LE 236, 672, 740</p> |
| <p>b. Identify and explain the action of scenes and acts <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Specific actions and events that occur in one or more scenes</i> ➤ <i>Interrelationships of scenes and acts to advance the action</i> | <p>SE: 664 <i>Literary Elements</i> 751</p> <p>TWE: ARS 756</p> |
| <p>c. Identify and explain how stage directions create character and movement <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the stage directions and the physical movement of the characters</i> | <p>SE: 663, 664-665 <i>Preview</i> 668 <i>Literary Elements</i> 676</p> <p>TWE: LE 737, 739</p> |
| <p>d. Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections among the stage directions, the character's lines, and how the character delivers those lines</i> | <p>SE: 663, 664-665 <i>Literary Elements</i> 676, 765</p> <p>TWE: LE 736, 737, 739, 741, 743, 747, 758 AC 757</p> |
| 6. Determine important ideas and messages in literary texts | |
| <p>a. Analyze main ideas and universal themes <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Main idea of the text or a portion of the text</i> ➤ <i>Literal versus interpretive meanings of a text or a portion of text</i> ➤ <i>Experiences, emotions, issues, and ideas in a text that give rise to universal themes</i> ➤ <i>Message, moral, or lesson learned from the text</i> | <p>SE: 768, R81 <i>Reading and Thinking</i> 297 <i>Literary Elements</i> 27, 236, 319, 365, 611, 792 <i>Analyzing Literature</i> 486</p> |
| <p>b. Analyze similar themes across multiple texts <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Messages, morals, or lessons learned across texts</i> | <p>SE: 244, 347, 768, R91 <i>Literary Elements</i> 27, 319, 365, 611, 792</p> <p>TWE: LE 656</p> |

| OBJECTIVES | PAGE REFERENCES |
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| c. Paraphrase the text <u>Assessment Limits:</u> ➤ <i>Restatement of the text or a portion of the text in student's own words</i> | SE: R82 <i>Reading and Thinking</i> 37 <i>Writing About Literature</i> 202, 591 TWE: RM 118, 249, 465 MIN 150 |
| d. Summarize the text <u>Assessment Limits:</u> ➤ <i>Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution</i> | SE: 792 (2), R82-R83 <i>Reading and Thinking</i> 512 <i>Writing About Literature</i> 59, 280, 469, 677 TWE: RM 89, 222, 548, 745 |
| e. Identify and explain personal connections to the text <u>Assessment Limits:</u> ➤ <i>Connections between personal experiences and the theme or main ideas</i> | SE: <i>Literature Groups</i> 196 <i>Connect</i> 72 <i>Evaluate and Connect</i> 83, 201, 327, 346, 378 TWE: ARS 11, 169-171 RM 241 |
| f. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u> ➤ <i>Ideas and issues of a text that may have implications for the reader</i> | SE: 443 <i>Literature Groups</i> 202, 280, 511 <i>Interdisciplinary Activity</i> 124 <i>Evaluate and Connect</i> 163 TWE: MIN 259 ARS 524 WM 345 |
| 7. Analyze the author's purposeful use of language | |
| a. Analyze specific words and phrases that contribute to the meaning of a text <u>Assessment Limits:</u> ➤ <i>Significant words and phrases with a specific effect on meaning</i> ➤ <i>Denotations of above grade-level words used in context</i> ➤ <i>Connotations of grade-appropriate words and phrases in context</i> | SE: 183, 187, 197, 201 (8), 250, 498, 711, 712 <i>Literary Elements</i> 468 TWE: MIN 19, 315 AC 133, 256 LE 540 |
| b. Analyze words and phrases that create tone <u>Assessment Limits:</u> ➤ <i>Specific words and phrases that create tone</i> ➤ <i>Tone in the text or a portion of the text</i> | SE: 621 (10), 712 <i>Literary Elements</i> 123, 201 TWE: LE 118, 119, 495, 695 AC 411, 694 |
| c. Identify and explain figurative language that contributes to meaning <u>Assessment Limits:</u> ➤ <i>Figurative language in increasingly complex text</i> ➤ <i>Connections between figurative language and meaning</i> | SE: 176-177 <i>Literature Groups</i> 188, 659 <i>Literary Elements</i> 36, 225, 250, 365, 648 <i>Writing About Literature</i> 394 TWE: LE 247 |

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| d. Analyze how sensory language contributes to meaning <u>Assessment Limits:</u> ➤ <i>Specific words and phrases that create sensory images</i> ➤ <i>Connections among sensory language, images, and meaning</i> | SE: 36 (9), 173 (9), 176-177, 195 (9) <i>Literary Elements</i> 58, 542 <i>Writing About Literature</i> 556 TWE: LE 9, 56, 332, 620 |
| e. Analyze how repetition and exaggeration contribute to meaning <u>Assessment Limits:</u> ➤ <i>Connections between repetition and/or exaggeration and meaning</i> | SE: 176, 456 (10), 751 (5) <i>Literature Groups</i> 457 <i>Literary Elements</i> 183, 243, 704 <i>Writing About Literature</i> 328, 649 TWE: LE 241 |
| 8. Read critically to evaluate literary texts | |
| a. Determine and explain the plausibility of the characters' actions and the plot <u>Assessment Limits:</u> ➤ <i>Connections between how characters are portrayed and the plausibility of their actions</i> ➤ <i>Connections among the plot, the characters, and the plausibility of the outcome</i> | SE: 439 (6), 468 (9), 542 (5) <i>Literature Groups</i> 457, 499, 634 <i>Reading and Thinking</i> 635 TWE: CT 436, 655 RJ 267 ARS 547 LE 438 RM 497 |
| b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i> | SE: 163 (8) <i>Literature Groups</i> 394, 677 <i>Compare Experiences</i> 155 <i>Writing About Literature</i> 101 <i>Reading and Thinking</i> 678 <i>Creative Writing</i> 263, 634 TWE: RJ 769 LE 145 CT 377 |
| c. Identify and explain the relationship between a literary text and its historical and social context <u>Assessment Limits:</u> ➤ <i>Connections between the text and historical setting</i> ➤ <i>Connections between the text and its social context</i> | SE: <i>Extending Your Response</i> 280 <i>Literary Elements</i> 295 <i>Writing About Literature</i> 417 <i>Interdisciplinary Activity</i> 13, 366, 556 TWE: IC 362 RWC 388 MIN 194, 384, 423 CT 57 |
| 4.0 Writing: Students will compose effective expressive, informational, and persuasive writing. | |
| A. Writing | |
| 1. Use the writing process to respond to teacher-created prompts involving reactions to literary passages and/or real-life situations | |
| a. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies, such as webbing/listing, free writing, technology-assisted processes | SE: 104-105, 204-205, 298-299, 396-397, 482-483, 594-595, 680-681, 796-797, R43, R48-R49 |

| OBJECTIVES | PAGE REFERENCES |
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| b. Select, organize, and develop ideas by <ul style="list-style-type: none"> • Exploring and evaluating the usefulness and quality of sources • Organizing information into sub-topics • Determining completeness of support • Using organizational structures • Selecting appropriate graphic organizers | SE: 104-105, 204-205, 298-299, 396-397, 482-483, 594-595, 680-681, 796-797, R43, R48-R49 |
| c. Compose for a specific audience and/or purpose <ul style="list-style-type: none"> • Make effective decisions regarding word choice, style, and information provided to audience • Maintain organization and coherence with logic, use of transitions, and appropriate details | SE: 106, 206, 300, 398, 484, 596, 682, 798, R44, R53 |
| d. Revise texts for clarity and completeness, according to topic, purpose, audience, and form <ul style="list-style-type: none"> • Revisions based on both teacher-provided and writer-identified criteria from analysis of models and audience feedback | SE: 106, 206, 300, 398, 484, 596, 682, 798, R44-R45 TWE: WM R104 |
| e. Edit and proofread writing <ul style="list-style-type: none"> • Use references, such as language handbooks • Use audience feedback | SE: 107, 207, 301, 399, 485, 597, 683, 799, R45, R54 |
| f. Prepare writing for publication <ul style="list-style-type: none"> • Share/Present/Publish using a variety of formats (when appropriate) | SE: 107, 207, 301, 399, 485, 597, 683, 799, R45, R54 TWE: RWC 53 |
| 2. Write to express personal ideas | |
| a. Express personal ideas in writing that: <ul style="list-style-type: none"> • Addresses a central theme, message, or topic • Uses a form suited to topic, audience, and purpose • Fully develops topic • Creates tone (attitude toward subject) with word choice and well-chosen details • Employs literary devices, such as metaphor, simile, repetition, alliteration, foreshadowing, dialogue, symbolism, to enhance meaning • Targets audience interest | SE: 103, 104-107, 204-207, 680-683, R47 <i>Personal Writing 37, 527</i> TWE: WM 47, 70, 617 |

| OBJECTIVES | PAGE REFERENCES |
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| b. Write a variety of forms for personal expression <ul style="list-style-type: none"> • Poetry, such as dramatic, lyric, narrative, and comic • Drama, such as skits, reader's theater • Fiction, such as short story • Essay, such as autobiographical narrative/memoir • Description, such as character sketch | SE: 103, 104-107, 204-207, 680-683 <i>Writing About Literature</i> 124 <i>Creative Writing</i> 101, 226, 320, 480 TWE: WM 617 |
| 3. Write to inform | |
| a. Produce effective informative writing that <ul style="list-style-type: none"> • Establishes a clear purpose • Builds upon strategies for generating, searching, and/or gathering supporting information • Uses an appropriate text structure for development, such as summary, sequence of steps, and chronological order • Includes an introduction, body, and conclusion (when appropriate) • Provides supporting details and information • Maintains coherence with transitions | SE: 482-485, 594-597, R46, R48-R50, R96-R98 <i>Writing About Literature</i> 469, 677 <i>Learning for Life</i> 215 TWE: RWC 53 WM 477 |
| b. Avoid plagiarism by crediting sources when paraphrasing, summarizing, and quoting | SE: 595, R48-R50 <i>Drafting Tip</i> 596 TWE: WM 507, R106 WWM R106 |
| 4. Write to persuade | |
| a. Produce effective persuasive writing that <ul style="list-style-type: none"> • Establishes a clear purpose or position • Builds upon strategies for generating, searching, and/or gathering supporting information • Uses an appropriate text structure for development, such as compare/contrast, problem/solution, cause/effect • Includes an introduction, body, and conclusion (when appropriate) • Provides supporting details and information • Maintains coherence with transitions • Bases word choice on purpose and audience level • Anticipates and answers an opposing persuasive viewpoint (when appropriate) • Directs persuasive appeals, such as appeals to emotion, logic, morality, authority to specific audiences (when appropriate) | SE: 245, 298-301, 712, R47 <i>Multimedia Project</i> 309 <i>Learning for Life</i> 480, 527 TWE: MIN 15 WM 375, 627 RWC 744 |
| b. Avoid plagiarism by crediting sources when paraphrasing, summarizing, and quoting | SE: R48-R50 |

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| 5.0 Controlling Language: Students will control language by applying the conventions of Standard English. | |
| 6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information. | |
| A. Listening | |
| 1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes | |
| a. Attend to the speaker | SE: 380, 459, R59 TWE: MIN 615 LSM 46, 234, 276, 549, 658, 758 |
| b. Ask appropriate questions | SE: 459, R59 TWE: MIN 104 |
| c. Contribute relevant comments | SE: 380 TWE: LSM 314, 549 |
| d. Relate prior knowledge | Experience in activating prior knowledge applies to listening as well as reading. SE: R76-R77 TWE: T84 |
| e. Use note-taking to assist listening when appropriate | SE: R59 TWE: LSM 234, 276, 314, 758 |
| f. Maintain visual contact with the speaker | SE: 459, R59 TWE: LSM 234 |
| g. Maintain focus by identifying and managing barriers to listening | SE: 459, R59 TWE: LSM 276 |
| 2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings | |
| a. Elaborate on the information and ideas presented | SE: 380 TWE: MIN 95 |
| b. Make inferences or draw conclusions based on the presentation | SE: <i>Critical Viewing</i> 493 |
| c. Determine a speaker's attitude through verbal and non-verbal cues, such as tone of voice, inflections, body language, facial expressions | SE: R59-R60 TWE: MIN 176 LSM 276, 658, 709 |
| d. Explain how the effects of language contribute to meaning | SE: 459, R59 |
| e. Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners | SE: 380, 577 (1) <i>Performing</i> 226 TWE: LSM 45 MIN 203 |
| 7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats. | |
| B. Speaking | |
| 1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes | |
| a. Identify the purpose, audience, and setting for a presentation | SE: 245, R61 <i>Literature Groups</i> 13 <i>Listening and Speaking</i> 174 TWE: LSM 374, 671, 753 |

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| b. Identify the needs and perspectives of the audience | SE: 245 TWE: LSM 645, 671, 753 |
| c. Select and plan for appropriate use of visual aids | SE: 558-559, R60 <i>Multimedia Project</i> 407, 493 |
| d. Select the topic of an oral presentation | SE: 459 <i>Literature Groups</i> 263 TWE: LSM 549, 577, 671 |
| e. Gather/construct adequate support | SE: R61 <i>Literature Groups</i> 263 TWE: LSM 92, 276, 452, 549, 577, 587, 671, 709 |
| f. Identify and use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast | SE: R61 TWE: LSM 92, 234, 533, 587, 671, 753 MIN 558 IDC 630 |

Codes Used for TWE Pages

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| AC | Author's Craft |
| ARS | Active Reading Strategies |
| CT | Critical Thinking |
| GLM | Grammar and Language Minilesson |
| IC | Internet Connection |
| IDC | Interdisciplinary Connection |
| LE | Literary Elements |
| LSC | Life Skills Connection |
| LSM | Listening and Speaking Minilesson |
| MIN | Meeting Individual Needs |
| RJ | Reading Journal |
| RM | Reading Minilesson |
| RWC | Real-World Connection |
| VM | Viewing the Map |
| VS | Vocabulary Skills |
| WM | Writing Minilesson |
| WWM | Writing Workshop Models |