

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grade 6 / Reading Study Skills
Length of Course: One Marking Period

Curriculum

Course Description: The Reading Study Skills course is designed to support the Grade 6 Language Arts program as well as provide students with a foundation for success across the content areas. Specific skills and strategies used by effective readers are explored and practiced.

Standard - Reading

Literature

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Informational Text

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Big Ideas: *Course Objectives / Content Statement(s)*

Fundamental reading skills that support the learning process across content areas will enable students to find academic success by using literature supported by non-fiction/informational texts.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What is the difference between reading for information and reading for enjoyment? 2. How do the features of a text help me understand what I read and help me to find information? 3. Why read informational text in conjunction with literature? 4. Where should a reader look to find informational text that supports literature? 5. What reading strategies should be utilized in order to better understand the text? 	<p>Students will understand that text-based reading requires a discreet set of skills and yields critical information and understandings for academic success.</p> <p>Students will understand that reading is done for a variety of purposes.</p> <p>Students will understand where and how to find appropriate informational text that enhances and supports reading across the curriculum.</p> <p>Students will utilize reading strategies that enhance comprehension, including: visualization, adjusting reading speed, monitoring for meaning, summarizing, cause and effect, vocabulary, making connections.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><u>Literature</u></p> <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view. 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. <p><u>Informational Text</u></p> <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Visualization • Adjusting reading speed • Monitoring for meaning • Summarizing • Cause and effect • Vocabulary • Making connections • Mind mapping <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Visualization of key passages and characters as well as historical events, figures and locations • Adjusting reading speed based on five criteria and levels of difficulty • Monitoring for meaning based on selecting main ideas and supporting details of specific text • Summarizing according to main ideas, supporting details, and key terms • Cause and effect relationships between characters and key historical figures • Various vocabulary techniques as applicable to contexts • Making connections between literature, informational texts and other content areas • Create mind maps <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Visualization will be extended to other areas, such as social studies, science, mathematics, and literature. • Adjusting reading speed based on five criteria and levels of difficulty will be extended to other areas, such as social studies, science, mathematics, and literature. • Monitoring for meaning based on selecting main ideas and supporting

<p>well as inferences drawn from the text.</p> <ol style="list-style-type: none"> 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 	<p>details of specific text will be extended to other areas, such as social studies, science, mathematics, and literature.</p> <ul style="list-style-type: none"> • Summarizing according to main ideas, supporting details, and key terms will be extended to other areas, such as social studies, science, mathematics, and literature. • Cause and effect thinking will be extended to other areas, such as social studies, science, mathematics, and literature. • Various vocabulary techniques as applicable to contexts • Making connections between literature, informational texts and other content areas <p>Technology Integration</p> <ul style="list-style-type: none"> • Use graphic organizer software to create mind maps • Access, read and integrate content related, web-based information from sites including but not limited to: http://www.alcatrazhistory.com http://www.nps.gov/alca http://library.thinkquest.org (autism) Teacher approved content related online videos <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ▪ Teacher Read-alouds ▪ Small and large group discussions ▪ Think-Pair-Share opportunities ▪ Listening to Author Interview via Youtube ▪ View Alcatraz map and interactive photo gallery <p>Global Perspectives</p> <ul style="list-style-type: none"> • Understanding others' backgrounds, cultures, and lifestyles • Gain insights and respond to social issues to foster better understanding of people and relationships
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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Read and review mind maps and vocabulary devices.</p> <p>Depict visualization of key aspects of informational/non-fiction texts.</p> <p>Critical Thinking and Problem Solving</p> <p>Analyze and evaluate informational texts.</p> <p>Communication and Collaboration</p> <p>Use a variety of modalities to share, and exchange information, such as pair readings, small and large group discussions, learning centers.</p> <p>Information Literacy</p> <p>Effectively assess the information for validity and accuracy.</p> <p>Media Literacy</p> <p>Use a variety of modalities to share, and exchange information, such as pair readings, small and large group discussions, learning centers.</p> <p>Life and Career Skills</p> <p>Prepare students to read and comprehend different types of texts for varying purposes.</p> <p>Identify the strategies that should be used.</p> <p>21st Century Themes (as applies to content area):</p>

	<p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Through various readings of informational texts and online sources, students gain insights regarding the 1930s and today in terms of financial and socio-economic issues.</p> <p>Health Literacy</p> <p>Sensitivity and understanding about disorders such as autism and the overall concept of acceptance will be engendered.</p>
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Standard 3.2 (Writing)	
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Fundamental reading and writing skills support the learning process across content and enable academic success.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How can research help one to better understand the reading?	Students will research selected informational texts and take appropriate notes.
What writing skills does a reader need to employ to better understand the text?	Students will use writing as a means of monitoring for meaning and making connections.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments

<p>Students will:</p> <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 2. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Cite bibliographic information using media center templates and Cornell notes • Take various forms of notes, including Cornell and main idea/supporting details • Write summaries • Respond in writing to short prompts • Journal writing, including reflections and narratives <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Demonstration of ability to complete citations using appropriate templates • Successful, effective note taking as monitored through interactive notebook by teacher • Teacher-assessed summaries of chapters in the novel • Open-ended responses using TTQA (Turn the Question Around) • Teacher-monitored progress of Interactive Student Notebook (ISN) <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Using research techniques and standards will be extended to other areas, such as social studies, science, mathematics, and literature. • Note taking will be extended to other areas, such as social studies, science, mathematics, and literature. • Summarizing information will be extended to other areas, such as social studies, science, mathematics, and literature. • Writing open-ended responses will be extended to other areas, such as social studies, science, mathematics, and literature.
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	<ul style="list-style-type: none"> • Maintaining an Interactive Student Notebook ISN will be extended to other areas, such as social studies, science, mathematics, and literature. <p>Technology Integration</p> <ul style="list-style-type: none"> ▪ Access, take notes and integrate content related, web-based information from sites including but not limited to: http://www.alcatrazhistory.com http://www.nps.gov/alca http://library.thinkquest.org (autism) <ul style="list-style-type: none"> • Use word processing software as an additional tool for note taking and other writing tasks. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Understanding others' backgrounds, cultures, and lifestyles via • Gain insights and respond to social issues to foster better understanding of people and relationships
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Depict visualization of key aspects of informational/non-fiction texts through journaling.</p> <p>Create a narrative modeling the key literary forms of the author.</p> <p>Critical Thinking and Problem Solving</p> <p>Summarize key points of notes taken during research exercises.</p> <p>Analysis and evaluation of informational texts and literature through open-ended</p>

	<p>responses that follow TTQA format.</p> <p>Communication and Collaboration</p> <p>Use a variety of writing modalities to express and evaluate ideas and comprehension, including journaling, open-ended responses, and note taking.</p> <p>Information Literacy</p> <p>Effectively assess the information for validity and accuracy.</p> <p>Media Literacy</p> <p>Use a variety of writing modalities to express and evaluate ideas and comprehension, including journaling, open-ended responses, and note taking.</p> <p>Life and Career Skills</p> <p>Prepare students to write different types of responses for a variety of purposes.</p> <p>Identify the writing structures and techniques that should be used.</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Through various readings of informational texts and online sources, students will write responses and gain insights regarding the 1930s and today in terms of financial and socio-economic issues.</p> <p>Health Literacy</p>
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	Sensitivity and understanding about disorders such as autism and the overall concept of acceptance will be engendered as students take notes and respond to these issues.
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Texts and Resources:

Overview

- Cycle Skills (1)
- Behaviors of Good Readers (2)

Visualization

- Visualizing – A Reading Strategy (3)
- Visualization Assessment (4)

Adjusting reading speed

- Adjusting Reading Speed Definition (5)

Monitoring for meaning

- Monitoring for Meaning Definition (6)
- Monitoring for Meaning Assessment (7)

Summarizing

- How To Write a Summary (8)

Cause and effect

- Cause and Effect Definition (9)

Vocabulary

- K.I.M. (10)
- Vocabulary Cube (11)

Making connections

- Making Connections Definition (12)
- Making the Connection graphic explanation (13)
- Making Connections Assessment (14)

Mind Mapping definition

Mind mapping (15)
Mind Map Assignment & Rubric (16)

Cite bibliographic information using media center templates and Cornell notes
Cornell Notes Form (17)
Autism Research (18)

Main idea/supporting details
Main Idea Practice (19)
Main idea supporting details (20)
Main Idea-supporting details worksheet (21)

Respond in writing to short prompts/Journal writing,
Big Questions (22)