

MIDDLE SCHOOL LANGUAGE ARTS CURRICULUM

M/J Language Arts 1 - 1001010

M/J Reading 1 - 1008010

With Access Points

Revised June, 2008

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INTRODUCTION

The Wakulla County Middle School Language Arts Curriculum is organized and based upon the 2006 edition of the Florida Sunshine State Standards for Language Arts. The numbering system for the benchmarks is read as follows:

LA.	6.	1.	1.	1
Subject	Grade	Strand	Standard	Benchmark

Benchmarks and expectations are specific to each grade level. Where there are overlapping or repeated benchmarks it is understood that the skill will be taught and practiced with grade-level appropriate text.

Assessment / Correlation Information is provided at the point of use throughout this document. FCAT information is taken directly from the Test Specifications document and should be used by the teacher to thoroughly understand the scope and requirements of the benchmark.

The following Appendices are referenced throughout the document and are found at the end of the document:

- Appendix A – FCAT Test Specification Information
- Appendix B – FCAT Reading Content Focus By Benchmark
- Appendix C – Elaboration and Extension in Writing
- Appendix D – Steps to Mastery of Vocabulary
- Appendix E – Sample Reading and Vocabulary Strategies
- Appendix F - The Writing Portfolio

- Other resources are located on the District Web Site – <http://www.wakullaschooldistrict.org> under the Curriculum Tab.

COURSE NUMBER AND DESCRIPTIONS:

M/J Language Arts 1 – 1001010

- *This course is taught to all sixth grade students.*

M/J Reading 1 – 1008010

- *This course is taught to students who are not enrolled in an Intensive Reading Course. Intensive Reading, for Level 1 and 2 students, is a separate course description.*

The Sunshine State Standards for Language Arts include the benchmarks required for both Reading and English at the Middle School Level. Benchmarks that are underlined and then listed in **Bold Print** constitute the core of instruction for the **M/J READING 1**. While all benchmarks should be reinforced in the Language Arts and Reading classes, the benchmarks that are not underlined and listed in **Bold Print** constitute the core of instruction for M/J Language Arts 1.

Benchmarks assigned to each course:

This chart outlines the primary assignment of each Language Arts benchmark. While there are many opportunities for overlap between Language Arts and Reading, primary responsibility for instruction on each of benchmarks listed below lies with the instructor of the assigned course.

M/J Language Arts 1	Assigned to both Course Descriptions	M/J Reading 1
LA.6.2.1.3	LA.6.2.1.1	LA.6.1.5.1
LA.6.2.1.8 - LA.6.2.1.9	LA.6.2.1.4	LA.6.1.6.1 - LA.6.1.6.11
LA.6.3.1.1 – LA.6.3.1.3	LA.6.2.2.4	LA.6.1.7.1 - LA.6.1.7.8
LA.6.3.2.1 - LA.6.3.2.3	LA.6.6.2.1 - LA.6.6.2.2	LA.6.2.1.2
LA.6.3.3.1 - LA.6.3.3.4		LA.6.2.1.5 - LA.6.2.1.7
LA.6.3.4.1 - LA.6.3.4.5	<i>These are noted in BOLD print in the Course Description.</i>	LA.6.2.1.10
LA.6.3.5.1 - LA.6.3.5.3		LA.6.2.2.1 - LA.6.2.2.3
LA.6.4.1.1 - LA.6.4.1.2		LA.6.2.2.6
LA.6.4.2.1 - LA.6.4.2.5		LA.6.6.1.1
LA.6.4.3.1 - LA.6.4.3.2		<i>These are noted in BOLD print in the Course Description.</i>
LA.6.5.1.1		
LA.6.5.2.1 - LA.6.5.2.2		
LA.6.6.2.3 - LA.6.6.2.4		
LA.6.6.3.1 - LA.6.6.3.2		
LA.6.6.4.1 - LA.6.6.4.2		

LANGUAGE ARTS/READING CURRICULUM
Sixth Grade

Adopted Texts:

M/J Reading 1: The Elements of Literature, Introductory Course, Holt, 2002

M/J Language Arts 1: Writer’s Choice, Grammar and Composition, 6th Grade, Glencoe, 2001

STRAND: Reading Process

FLUENCY		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
Benchmark	<i>The student will:</i>	Assessment/Correlation Information	Resources/Notes/Connections	Date
<u>LA.6.1.5.1</u> <u>READING</u>	<p>adjust reading rate based on purpose, text difficulty, form, and style.</p> <ul style="list-style-type: none"> NOTE: Instruction should focus on expression (prosody) as well as rate and accuracy. The end of the year target rate for oral reading fluency is: Low Risk (LR) 147+ CWPM 	<ul style="list-style-type: none"> Florida Oral Reading Fluency Probes (FORF) Maze (state-provided modified cloze procedure) 	<p>Resource:</p> <ul style="list-style-type: none"> FORF/Maze Risk Charts- http://www.fcrr.org/pmrn/help.htm Reader's Theatre Scripts: http://www.aaronshp.com/rt/RT E.html (Please review scripts completely before using with students.) <p>Activity:</p> <ol style="list-style-type: none"> Choral Reading Reader's Theatre Echo Reading Assisted Reading 	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will read text with accuracy.	<i>Supported:</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.	<i>Participatory:</i> The student will:		
		<ul style="list-style-type: none"> accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and identify pictures or symbols paired with words to indicate the next step in familiar daily activities 		

STRAND: Reading Process

Vocabulary Development		Standard: The student uses multiple strategies to develop GRADE APPROPRIATE vocabulary.		
Benchmark	The student will:	Assessment/Correlation Information	Resources/Notes/Connections	Date
<u>LA.6.1.6.1</u> <u>READING</u>	<p>use new vocabulary that is introduced and taught directly;</p> <ul style="list-style-type: none"> Note: Mastery of new vocabulary requires that an average student encounter and work with a word a minimum of fifteen times in a variety of situations. Requirement: Active word walls are a requirement in all classrooms to provide students with multiple practice and exposure to needed vocabulary. 		<p>Note: All vocabulary benchmarks should be addressed in Social Studies, Science and Math as well as in Reading and Language.</p> <p>Resource:</p> <ul style="list-style-type: none"> Science Curriculum words to be taught to mastery Marzano's steps for teaching vocabulary (found in the Appendix of the Science Curriculum). Appendix D of this curriculum 	
<u>LA.6.1.6.2</u> <u>READING</u>	<p>Listen to, read, and discuss familiar and conceptually challenging text;</p>		<p>Connection: Include content-area and other non-fiction text.</p>	
<u>LA.6.1.6.3</u> <u>READING</u>	<p>Use context clues to determine meanings of unfamiliar words;</p> <ul style="list-style-type: none"> http://www.elite.net/~runner/eld/contextclues.html - this site includes examples of context clues, a PowerPoint presentation reviewing the clues and sample exercises. It is important to remember that the use of context clues is only one strategy for determining the meaning of an unknown word. It is not always reliable. 	<p>FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A)</p>	<p>Resource:</p> <ul style="list-style-type: none"> http://edhelper.com/language/Context_Clues.htm - Includes samples of a variety of context clues with some sample exercises. 	

<p><u>LA.6.1.6.4</u> <u>READING</u></p>	<p>Categorize key vocabulary and identify salient features;</p>	<p>FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A)</p>	<p><u>Activity:</u></p> <ul style="list-style-type: none"> • Use a Venn Diagram • Use the Word Wall – sort by definition, affix, spelling pattern, category (nouns), etc. 	
<p><u>LA.6.1.6.5</u> <u>READING</u></p>	<p>Relate new vocabulary to familiar words;</p>			
<p><u>LA.6.1.6.6</u> <u>READING</u></p>	<p>Distinguish denotative and connotative meanings of words;</p> <ul style="list-style-type: none"> • Teachers at 6th grade should introduce terms and apply in context as appropriate. 		<p><u>Example:</u></p> <p>Call a woman a kitten, but never a cat; You can call her a mouse, cannot call her a rat; Call a woman a chick, but never a hen; Or you surely will not be her caller again.</p> <p>You can call her a duck, cannot call her a goose; You can call her a deer, but never a moose; You can call her a lamb, but never a sheep; Economic she likes, but you can't call her cheap. (<i>Author Unknown</i>)</p>	
<p><u>LA.6.1.6.7</u> <u>READING</u></p>	<p>Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <ul style="list-style-type: none"> • The following affixes are noted in the FCAT Test Specification for 6th grade: <ul style="list-style-type: none"> ○ Prefixes: en-, dis-, pre-, non-, re-, de-, pro- ○ Suffixes: -ful, -ish, -ward, -less, -like, -y, -er, -ment, -en, -ize 	<p>FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A) – The affixes are not tested in isolation, but they support the understanding of words in context. See LA.6.1.6.3 and LA.6.1.6.4.</p>		
<p><u>LA.6.1.6.8</u> <u>READING</u></p>	<p>Identify advanced word/phrase relationships and their meanings;</p>		<p><u>Example:</u></p> <ul style="list-style-type: none"> • Idioms, similes, metaphors, analogies 	

<u>LA.6.1.6.9</u> READING	Determine the correct meaning of words with multiple meanings in context;			
<u>LA.6.1.6.10</u> READING	Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; <ul style="list-style-type: none"> Note: Sixth grade teachers should focus on teaching students how to find this information. 	FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A)		
<u>LA.6.1.6.11</u> READING	Identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles’ heel) and identify used words from other languages (e.g., laissez faire, croissant). <ul style="list-style-type: none"> Sixth grade teachers do not need to focus on mythology. 		<u>Example:</u> Frequently used words from other languages: <ul style="list-style-type: none"> a la carte ballet fillet cul-de-sac Hors d’oeuvres buffet theatre/theater Discuss country of origin	
Access Points for Students with Significant Cognitive Disabilities				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> use new vocabulary that is introduced and taught directly; listen to, read, and discuss a variety of text; use context clues and graphics to determine meaning of unknown words; categorize key vocabulary; relate new vocabulary to familiar words; use phonics skills to decode complex word families (e.g., -ieve); recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals; determine the meaning of unknown words by using a dictionary or digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> use new vocabulary that is introduced and taught directly; listen to, read and discuss a variety of text; use context clues and illustrations to determine meaning of unknown words; categorize key vocabulary; relate new vocabulary to familiar words; use phonics skills to decode words with common and vowel digraphs, and r-controlled vowels; recognize and use regular plurals, compound words, and contractions; recognize common synonyms and antonyms; determine the meaning of unknown words using a picture dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> select and respond to objects, pictures, or symbols paired with words in familiar classroom activities. 		

STRAND: Reading Process

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
<u>LA.6.1.7.1</u> <u>READING</u>	Use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;		Activity/Resource (see Appendix E for examples and definitions): <ul style="list-style-type: none"> • KIM and Frazer Models for Vocabulary • Venn Diagrams – http://forpd.ucf.edu/strategies/stratVenn.html • Story maps expanded into Story Web • SQ3R 	
<u>LA.6.1.7.2</u> <u>READING</u>	Analyze the author’s purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they effect meaning; <ul style="list-style-type: none"> • Note: Perspective is also referred to as ‘point of view’. Teachers should use both terms to assist student understanding. 	FCAT – MC LA.A.2.3.1 – Cluster 2 LA.A.2.3.2 – Cluster 2 LA.A.2.3.8– Cluster 4 (See Appendix A)		
<u>LA.6.1.7.3</u> <u>READING</u>	Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; <ul style="list-style-type: none"> • Note: Inference, as referred to in this benchmark, is a major focus in state assessment. 	FCAT – MC LA.A.1.3.2 – Cluster 1 LA.A.2.3.1 – Cluster 2 (See Appendix A)	Activity/Resource (see Appendix E for examples and definitions): <ul style="list-style-type: none"> • “It Says, I Say, and So” strategy • “Most Important Word” strategy 	
<u>LA.6.1.7.4</u> <u>READING</u>	Identify cause-and-effect relationships in text;	FCAT – MC LA.A.2.3.1 – Cluster 2 LA.E.2.2.1 – Cluster 3 (See Appendix A)		

<p><u>LA.6.1.7.5</u> READING</p>	<p>Analyze a variety of text structures (e.g., comparison/ contrast, cause/effect, chronological order, argument/support, lists) and text features (main heading with subheadings) and explain their impact on meaning in text;</p> <ul style="list-style-type: none"> • Note: Teachers should be sure to discuss differences in text organizational structure and how the author uses it to help impart meaning. 	<p>FCAT – MC LA.A.2.3.1 – Cluster 2 LA.A.2.2.7 – Cluster 3 LA.E.2.2.1 – Cluster 3 (See Appendix A)</p>	<p>Connection: Use content area materials to address this benchmark.</p>	
<p><u>LA.6.1.7.6</u> READING</p>	<p>Analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;</p>	<p>FCAT – MC LA.A.2.3.2 – Cluster 2 (See Appendix A)</p>	<p>Connection: LA.6.2.1.4</p>	
<p><u>LA.6.1.7.7</u> READING</p>	<p>Compare and contrast elements in multiple texts (e.g., setting, characters, problems);</p>	<p>FCAT – MC LA.A.2.3.1 – Cluster 2 (See Appendix A)</p>		
<p><u>LA.6.1.7.8</u> READING</p>	<p>Use strategies to repair comprehension of <i>grade-appropriate text</i> when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p>	<p>FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A)</p>		

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts, maps) to make and confirm predictions of content and purpose of reading selections; • identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in text; • determine the main idea or essential message in text through identifying relevant details and facts; • identify cause and effect cause and effect relationships in stories and informational text; • identify text structures (e.g., comparison/contrast, explicit cause/effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers; • identify the theme in fiction or non-fiction selections; • identify similarities and differences in characters, actions, or settings in two texts; • use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • use background knowledge of the subject and text features (e.g., illustrations, title) to make predictions of content of reading selections; • identify the author’s purpose (e.g., tell a story, give information, elicit feelings) in a variety of texts with graphics; • determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when; • identify explicit cause and effect relationships in read-aloud stories and informational text; • identify fiction or non-fiction selections based on a theme; • identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers; • uses strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities; ▪ respond to pictures or symbols paired with words used to guide classroom activities; ▪ recognize details in read-aloud stories and informational text; ▪ use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities; ▪ recognize familiar read-aloud stories with a theme (e.g., friendship); ▪ use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities. 	
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STRAND: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
Benchmark	The student will:	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.2.1.1 Reading and Language Arts	Demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;			
<u>LA.6.2.1.2</u> <u>READING</u>	Locate and analyze the elements of plot structure, including *exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction; <ul style="list-style-type: none"> • Note: *refers to background information • Note: Sixth grade should focus on plot, setting, character development with an introduction to rising/falling action. 	FCAT – MC LA.E.2.3.1 – Cluster 2 (See Appendix A)		
LA.6.2.1.3 Language Arts	Locate and analyze the effects of sound, meter, figurative and descriptive language, graphics, (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;		Example: <ul style="list-style-type: none"> • Use picture books to demonstrate techniques that include font size, word placement, illustrations, etc. (Dr. Seuss books) • Ask questions like: <ul style="list-style-type: none"> ○ What did the author do to show how the character felt? ○ What mood is conveyed? ○ What techniques, words, etc. did the author use to convey that mood? 	
LA.6.2.1.4 Reading and Language Arts	Identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);		Connection: LA.6.1.7.6	

<p><u>LA.6.2.1.5</u> READING</p>	<p>Develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</p>			
<p><u>LA.6.2.1.6</u> READING</p>	<p>Write a book report, review, or critique that compares two or more works by the same author;</p>		<p><u>Activity:</u></p> <ul style="list-style-type: none"> • Author's Study 	
<p><u>LA.6.2.1.7</u> READING</p>	<p>Locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative languages in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;</p>		<p><u>Connection:</u> LA.6.2.1.3</p>	
<p>LA.6.2.1.8 Language Arts</p>	<p>Compare language patterns and vocabulary of contemporary texts to those of historical texts;</p>		<p><u>Connection:</u></p> <ul style="list-style-type: none"> • Social Studies 	
<p>LA.6.2.1.9 Language Arts</p>	<p>Explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p>		<p><u>Connection:</u></p> <ul style="list-style-type: none"> • Social Studies 	

<p>LA.6.2.1.10 READING</p>	<p>Use interest and recommendation of others to select a balance of age-and ability-appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p>		<p>Resource:</p> <ul style="list-style-type: none"> • Sunshine State Reader Books 	
<p>Access Points for Students with Significant Cognitive Disabilities</p>				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • identify characteristics of various genres of literature (e.g., fiction, poetry, drama); • identify characters, setting, plot structure, and theme in works of literature; • identify literary devices (e.g., sound descriptive language) that communicate feelings and meaning; • identify themes (e.g., bravery, friendship, caring) in fiction; • write a reflection that describes how the characters, problems/solution, or theme in a literature selection connect to life experiences; • write a brief review or report on literature that includes a description of characters, setting, plot structure (e.g., problem/solution and sequence of events), and theme; • recognize the meaning of common idioms (e.g., hands off) and figurative language (e.g., runs like a deer); • identify examples of past and present language in literature of different historical periods; • identify themes (e.g., growing up, solving problems) in fiction texts of different historical periods; • select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • identify basic characteristics of various genres of literature (e.g., fiction, poetry); • identify characters, settings, events, and main problem in read-aloud works of literature; • identify literary devices (e.g., works that describe people, objects, feelings) in literature; • identify stories or drama based on a theme (e.g., bravery, friendship); • write a reflection that relates the main idea or problem/solution in a read-aloud literature selection to life experiences; • write a brief report or review of a story with illustrations that identifies characters, settings, events, or main problem; • recognize the meaning of common idioms (e.g., cross your fingers); • recognize language in familiar stories reflecting different historical periods; • identify stories of different historical periods based on a theme (e.g., growing up); • select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ identify characters, objects, actions and feelings in read-aloud literature; ▪ recognize rhythm, sounds, and words in read-aloud poetry and stories; ▪ recognize familiar read-aloud stories with a theme (e.g., friendship); ▪ use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature; ▪ select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture. 		

STRAND: Literary Analysis

Non-Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
Benchmark	<i>The student will:</i>	Assessment/Correlation Information	Resources/Notes/Connections	Date
<u>LA.6.2.2.1</u> <u>READING</u>	Locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);		Note: The benchmarks under this standard are readily applicable to content-area text.	
<u>LA.6.2.2.2</u> <u>READING</u>	Use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;			
<u>LA.6.2.2.3</u> <u>READING</u>	Organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	FCAT – MC LA.A.2.3.5 – Cluster 4 (See Appendix A)		
LA.6.2.2.4 Reading and Language Arts	Identify the characteristics of a variety of types of non-fiction text (e.g. reference works, newspapers, biographies, procedures, instructions, practical/functional texts);		↓	
<u>LA.6.2.2.5</u> <u>READING</u>	Use interest and recommendation of others to select a variety of age-and-ability-appropriate non-fiction materials (e.g., biographies in topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.		Resource: • The District Reading List	

Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • identify information provided in text features (e.g., table of contents, headings, simple charts, maps); • use information from non-fiction text to answer questions related to the main idea and supporting details; • organize information to show understanding (e.g., using simple graphic organizers); • identify a variety of non-fiction text (e.g., reference materials, dictionaries, newspapers, magazines); • select a variety of non-fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • identify information included in text features (e.g., illustrations, title, table of contents, headings); • use information from read-aloud non-fiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when); • organize information to show understanding (e.g., using simple graphic organizers); • identify a variety of non-fiction text (e.g., easy-to-read reference materials, dictionaries); • select a variety of non-fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ recognize pictures or symbols paired with words in informational text used to guide classroom activities; ▪ respond purposefully to pictures or symbols paired with words used to guide classroom activities; ▪ recognize pictures, or symbols paired with words depicting a sequence in familiar activities; ▪ select non-fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture. 	

While Writing is not formally tested by the state again until 8th grade, it is imperative that each grade level maintain writing instruction that adheres to the standards and incorporates the Six Traits of Writing with the Writing Process.

STRAND: Writing Process

Pre-Writing		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
Benchmark	<i>The student will prewrite by:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.6.3.1.1 Language Arts	Generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook – Ideas, Word Choice, Voice 	
LA.6.3.1.2 Language Arts	Making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence;	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook – Organization, Ideas ▪ RAFT Activity <ul style="list-style-type: none"> ▪ http://www.readingquest.org/strat/raft.html ▪ http://www.readingquest.org/pdf/raft.pdf - blank form 	
LA.6.3.1.3 Language Arts	Using organizational strategies and tools (e.g., technology, *outline, chart, table, graph, web, story map) to make a plan for writing that prioritizes ideas and addresses purpose, audience, main idea, and logical sequence. <ul style="list-style-type: none"> • Note: *The emphasis in 6th grade is having the student identify where an entry goes in an outline. 	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> • Six Traits of Writing Notebook - Organization 	

Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> • generating ideas through a variety of activities (e.g., brainstorming, graphic organizers, group discussions, printed materials); • identifying the purpose (e.g., inform, tell a story, entertain) and intended audience for writing; • using graphic organizers, outlines, or charts to create a plan for writing that identifies the main idea and supporting details. 	<p><i>Supported:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> • generating ideas through a variety of activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion); • identifying the purpose and intended audience for writing; and determining the main topic and details. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ select a familiar person, object, activity, or event as the topic of communication. 	

STRAND: Writing Process

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
Benchmark	The student will draft writing by:	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.3.2.1 Language Arts	Developing main ideas from the pre-writing plan using primary and secondary sources appropriate to purpose and audience, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood; • Note: The focus is on writing and the writing process rather than on research.	• Writing Portfolio (See Appendix F)	Resource: ▪ Six Traits of Writing Notebook – ideas, Word Choice, Voice	
LA.6.3.2.2 Language Arts	Organizing information into a logical sequence and combining or deleting sentences to enhance clarity;	• Writing Portfolio (See Appendix F)	Resource: • Six Traits of Writing Notebook – Organization, Sentence Fluency	
LA.6.3.2.3 Language Arts	Analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.	• Writing Portfolio (See Appendix F)	Resource: • Six Traits of Writing Notebook – Organization, Word Choice	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will draft writing by: • using a prewriting plan to develop the main idea and supporting details; • organizing ideas into a logical sequence.		<i>Supported:</i> The student will draft writing by: • describing topics based on ideas developed in a plan; • organizing the ideas according to the purpose.	<i>Participatory:</i> The student will: ▪ make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.	

STRAND: Writing Process

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.		
Benchmark	<i>The student will revise writing by:</i>	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.3.3.1 Language Arts	Evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook 	
LA.6.3.3.2 Language Arts	Creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook 	
LA.6.3.3.3 Language Arts	Creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus);	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook 	
LA.6.3.3.4 Language Arts	Applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook ▪ FCAT Writing Rubric 	

Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will revise by:</p> <ul style="list-style-type: none"> • reviewing for clarity and content, organization, and word choice and use of simple and compound sentences to express ideas; • improving connections between main ideas and details and adding details needed to communicate with purpose; • changing words and adding transitional words to clarify meaning or add interest using resources and materials to select appropriate vocabulary; • using tools and strategies (e.g., checklists, teacher review, peer review) to improve the draft. 	<p><i>Supported:</i> The student will revise by:</p> <ul style="list-style-type: none"> • reviewing the draft to clarify content and use of complete sentences to express ideas; • improving the connection between main ideas and details; • adding descriptive words or details; and • using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words. 	

STRAND: Writing Process

EDITING FOR LANGUAGE CONVENTIONS		Standard: The student will edit and correct the draft for standard language conventions.		
Benchmark	The student <i>EDITS</i> writing for grammar and language conventions, including the correct use of:	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.3.4.1 Language Arts	Spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary; <ul style="list-style-type: none"> ▪ Note: This requires application of the decoding process and vocabulary that is taught in reading. Connection is necessary. 	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ The Conventions section of the “Six Traits of Writing” Notebook has resources for all of the benchmarks under this standard. 	
LA.6.3.4.2 Language Arts	Capitalization, including major words in title of books, plays, movies, and television programs;			
LA.6.3.4.3 Language Arts	Punctuation in simple, compound, and complex sentences, including *appositives and *appositive phrases, and in cited sources, including quotations for exact words from sources; <ul style="list-style-type: none"> ▪ Note: It is important that the teacher require use of correct terminology in order to appropriately prepare students for later learning and assessment. ▪ Definitions: <ul style="list-style-type: none"> ➢ An appositive is a noun or a pronoun placed next to another noun or pronoun to provide further information. “My brother Alex...” ➢ An appositive phrase contains an appositive and 		<p>Connection:</p> <ul style="list-style-type: none"> ▪ Cited sources may be covered in content area courses. There is no specific standard for format of citations at this level. Student should understand the importance of citing sources and using quotation marks. 	

	its modifiers. These phrases are usually not essential and are set off by commas. “Mr. White, my math teacher, ...”			
LA.6.3.4.4 Language Arts	The eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection);			
LA.6.3.4.5 Language Arts	Consistency in verb tense in simple, compound, and complex sentences.			
Access Points for Students with Significant Cognitive Disabilities				
<p><i>Independent:</i> The student will edit writing for the correct use of:</p> <ul style="list-style-type: none"> • spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resource as necessary; • capitalization, including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences; • end punctuation (period, question mark, exclamation point) for sentences; • singular and plural nouns; • verb tense and complete sentences. 	<p><i>Supported:</i> The student will edit writing for the correct use of:</p> <ul style="list-style-type: none"> • left-to-right progression and sequencing; • spelling of words, using a word bank, dictionary, or other resource as necessary; • capitalization of proper names; the pronoun “I,” and the initial word of sentences; • end punctuation (period) in complete sentences; • complete sentences. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ adjust information communicated about a familiar person, object, activity, or event when necessary by selected difference pictures, symbols, or words. 		

STRAND: Writing Process

Publishing		Standard: The student will write a final product for the intended audience.		
Benchmark	The student will:	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.3.5.1 Language Arts	Prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia); <ul style="list-style-type: none"> Note: Not every piece of writing is expected to go to publication in the writing process. Published writing should have gone through ALL of the steps of the process prior to publication. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) 		
LA.6.3.5.2 Language Arts	Use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document;	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) 		
LA.6.3.5.3 Language Arts	Share the writing with the intended audience.	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) 		
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> prepare writing in a formal appropriate to audience and purpose; use required spacing and margins and graphics and illustrations as needed; share writing with the intended audience. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> prepare writing in a format appropriate to audience and purpose; use spacing and margins as required in the final product; share writing with the intended audience. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.

STRAND: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.		
Benchmark	<i>The student will:</i>	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.4.1.1 Language Arts	Write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone;	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	<p>Connection:</p> <ul style="list-style-type: none"> ▪ Connect to LA.6.2.1.2 	
LA.6.4.1.2 Language Arts	Write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	<p>Connection:</p> <ul style="list-style-type: none"> ▪ This is appropriate for inclusion in content-area classes. 	
Access Points for Students with Significant Cognitive Disabilities				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting; • write expressive forms (e.g., poems, skits) that include rhythm and rhyme, dialogue, and appropriate format. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • write narratives about persons, objects, and events that include a main idea and characters by creating stories supported by pictures; • contribute to group writing of poetry, rhymes, or skits. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ communicate information that tells about familiar persons, objects, and events; ▪ recognize rhythm, sounds, and words in familiar poetry, songs, and rhymes.

STRAND: Writing Applications

INFORMATIVE		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.			
Benchmark	<i>The student will:</i>	Assessment/Correlation Information	Resources/Notes/Connections	Date	
LA.6.4.2.1 Language Arts	Write a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	<p>Connection:</p> <ul style="list-style-type: none"> ▪ The benchmarks under this standard are appropriate for inclusion in content-area classes. 		
LA.6.4.2.2 Language Arts	Record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 			
LA.6.4.2.3 Language Arts	Write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 			
LA.6.4.2.4 Language Arts	Write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature;	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 			
LA.6.4.2.5 Language Arts	Write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	<p>Connection:</p> <ul style="list-style-type: none"> ▪ This is appropriate for inclusion in a social studies class. 		

Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • write in a variety of expository forms (e.g., journal, log, newsletter article); • record information (e.g., observations, notes, lists, labels, charts) related to a topic; • write an expository paragraph that includes a topic sentence and relevant information; • compose a friendly letter, invitation, message, thank-you note, and a formal letter using a model; • write functional text (e.g., two-step instructions, directions, recipes, labels, graphs). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • write an expository form (e.g., daily journal, log); • record information (e.g., lists, labels, observations, charts) related to a topic; • write expository text, with illustrations or graphics, that includes information about the topic; • compose invitations, messages, and thank-you notes using a model; • produce functional text supported by pictures (e.g., two-step directions, information signs, basic recipes). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ communicate information about persons or objects using pictures, symbols, or words; ▪ communicate information about classroom activities; ▪ use gestures and expression to greet or invite others to engage in an activity or express appreciation; ▪ express preferences and choices. 	

STRAND: Writing Applications

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
Benchmark	<i>The student will write persuasive texts (e.g., advertisement, speech, essay, public service announcement) that:</i>	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.4.3.1 Language Arts	Establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence;	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Tropicana Speech Contest ▪ Optimist Club Speech Contest 	
LA.6.4.3.2 Language Arts	Include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 		
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> • select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> • describe a favorite topic and list reasons why that topic is the favorite. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

STRAND: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
Benchmark	The student will:	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.5.1.1 Language Arts	Use fluent and legible handwriting skills <ul style="list-style-type: none"> ▪ Note: Students are taught using the Zaner Bloser Continuous Stroke method of handwriting. Teachers should model correct formation of both manuscript and cursive writing to help assure student fluency. 	<ul style="list-style-type: none"> • Writing Portfolio (See Appendix F) 	<p>Note: The Zaner Bloser Continuous Stroke and Simplified formation requires that most manuscript letters be made with one continuous stroke (the pencil is not picked up). Exceptions exist in those letters which must be crossed or dotted. The simplified cursive does not require the excessive loops that dominated cursive writing in the past. Handwriting is formally taught in grades 1-5. However, it must continue to be modeled and legibility must continue to be required. Teachers are encouraged to require students to use both cursive and manuscript to maintain student skill level in each.</p>	
Access Points for Students with Significant Cognitive Disabilities				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • use legible handwriting. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • write words using upper case and lower case letters, proper spacing, and sequencing. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ use pictures, symbols, or words to communicate meaning.

STRAND: Communication

LISTENING AND SPEAKING		Standard: The student effectively applies listening and speaking strategies.		
Benchmark	The student will:	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.5.2.1 Language Arts	Listen and gain information for a variety of purposes (e.g., clarifying, elaborating, summarizing main ideas and supporting details);			
LA.6.5.2.2 Language Arts	Deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.		Resource: ▪ Tropicana Speech Contest	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> listen and gain information for a variety of purposes including but not limited to identifying main idea, supporting details, (e.g., who, what, where, when, how, why), and sequence of event; give oral presentations about topics using appropriate language choices, body language, and eye contact. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> listen and gain information from a variety of purposes including but not limited to determining main idea, supporting details, (e.g., who, what, where, and when), and sequence of events; give informal oral presentations to retell stories or personal experiences using appropriate language choices and body language. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> listen and gain information from different purposes (e.g., instruction in daily tasks); use language to communicate information in classroom activities.

STRAND: Information and Media Literacy

Informational Text	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.			
Benchmark	<i>The student will:</i>	Assessment/Correlation Information	Resources/Notes/Connections	Date
<u>LA.6.6.1.1</u> <u>READING</u>	Explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.			
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> • identify information provided in text features (e.g., table of contents, headings, simple charts, maps) to complete assigned tasks. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> • identify information included in text features (e.g., illustrations, title, table of contents, headings) to complete assigned tasks. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ use pictures or symbols paired with words to carry out tasks in daily activities. 		

STRAND: Information and Media Literacy

Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.			
Benchmark	<i>The student will:</i>	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.6.2.1 READING and Language Arts	Select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;	FCAT – MC LA.A.2.3.5 – Cluster 4 (See Appendix A)		
LA.6.6.2.2 READING Language Arts	Collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that include paraphrasing to convey ideas and details from the source, main idea(s) and relevant details; ▪ Note: The sixth grade focus should be to merge at least two sources.	FCAT – MC LA.A.2.3.5 – Cluster 4 LA.A.2.3.8 – Cluster 4 (See Appendix A)		
LA.6.6.2.3 Language Arts	Write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used;		Resource: ▪ Science Fair	
LA.6.6.2.4 Language Arts	Explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.		Resource: ▪ Lesson Plans: http://www.csusa.org/caw/caw_2006_teachers_middle.htm ▪ A quiz http://www.crews.org/curriculum/ex/compsci/articles/ethics.htm	

Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., non-fiction books, dictionaries, digital references, software); • identify information from references to answer search questions; • write a report that includes a title, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used; • record simple bibliographic data and identify ethical practices for using information (e.g., not claiming ownership of others' ideas). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • ask questions for a search on a topic and locate information in teacher-recommended digital or print references or other sources; • use information from teacher-recommended references or other sources to answer search questions; • write a simple report that includes a title, relevant details, illustrations or graphics, and a list of sources used; • identify the titles of references or other sources used to answer search questions. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ select an object to explore and use a teacher-recommended source for information; ▪ select pictures, symbols, or words that relate to the selected object or picture and seek assistance to clarify meaning of pictures, symbols, or words; ▪ communicate information about the selected object or picture using pictures, symbols, or words; ▪ identify objects, books, and print material that belong to others. 	

STRAND: Information and Media Literacy

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
Benchmark	The student will:	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.6.3.1 Language Arts	Analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;		Connection: Art, Technology	
LA.6.6.3.2 Language Arts	Demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.		Connection: Art, Technology	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> • identify how production elements (e.g., graphics, color, sound) enhance communication in media; • select media to enhance communication. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> • recognize production elements (e.g., color, sound, motion) used in media; • use teacher-recommended media to communicate information. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ respond to production elements (e.g., motion, sound, color) used in media.

STRAND: Information and Media Literacy

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
Benchmark	The student will:	Assessment/Correlation Information	Resources/Notes/Connections	Date
LA.6.6.4.1 Language Arts	Use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online);			
LA.6.6.4.2 Language Arts	Determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.			
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> • use appropriate available technologies to enhance communication; • use digital tools for publishing or presenting a topic or story with text and graphics. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> • use an appropriate available technology to enhance communication; • use digital tools to present a topic or story. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ use an appropriate available technology to enhance communication; ▪ use a technology tool to communicate information.

APPENDIX A
Specific FCAT Test Specification Information

All 6th grade benchmarks are assessed using the Multiple Choice (MC) format.

LA.A.1.3.2– MC (Cluster 1)

Benchmark	The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
Benchmark Clarification	The student analyzes word structure and context clues to demonstrate comprehension of words and phrases in passages and/or graphics. The student makes or confirms inferences and draws conclusions about a reading passage and also identifies organizational patterns within a passage.
Content Limits	<p>Vocabulary words should be on grade level for assessing prefixes (e.g., en-, dis-, pre-, non-, re-, de-, pro-), suffixes (e.g., -ful, -ish, -ward, -less, -like, -y, -er, -ment, -en, -ize), root words, multiple meanings, antonyms, synonyms, and word relationships (e.g., simple analogies).</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, question and answer, main headings, subheadings, and bullets.</p>
Passage Attributes	<p>Passages may be literary text or informational text. Other stimuli could include, but may not be limited to, illustrations, graphics, and charts with captions.</p> <p>Passages must contain a word or phrase unfamiliar to most sixth-grade students, and sufficient context must be present to enable students to infer the meaning of the word or phrase. Passages will contain appropriate words to assess the knowledge of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships (e.g., simple analogies).</p>
Response Attributes	<p>Distractors may include, but are not limited to, the following:</p> <ul style="list-style-type: none">• incorrect meanings of words or phrases• correct meaning of words or phrases that do not fit the context• words with construct similar to correct response (e.g., same prefix)• incorrect inferences or conclusions• incorrect organizational patterns• incorrect analogies
Sample Question Stems	<ul style="list-style-type: none">▪ Which two words are most nearly opposite?▪ Read this sentence from the article. The stripes of the juvenile cleaners disappear as the fish mature and stop cleaning. What does the word <i>juvenile</i> mean?▪ How did the author organize the opening paragraph of the article?▪ Read this sentence from the article. By hanging upside down, a fish makes itself more vulnerable to predators. The origin of the word vulnerable is the Latin root <i>vulner-</i>, meaning wound or hurt. What does <i>vulnerable</i> mean?▪ When the author states that the Sioux had “a deeply rooted culture of their own,” she means that members of the Sioux culture _____.▪ Read this quotation from the article. ...so she went away to boarding school and then on to college. In which sentence does the word “board” have the same meaning that it has in the term “boarding school”?

LA.A.2.2.7 MC (Cluster 3)

Benchmark	The student recognizes the use of comparison and contrast in a text.
Benchmark Clarification	The student identifies similar or dissimilar elements within or across texts or identifies how elements are alike or different within or across texts.
Content Limits	Elements that can be compared or contrasted may include, but will not be limited to, character or subject, author’s purpose, setting, main idea, organizational structure, and author’s point of view.
Passage Attributes	Passages may be literary text or informational text. The passages will include clear elements that can be compared and/or contrasted. To assess this benchmark across texts, items should be based on one of the following: <ul style="list-style-type: none">• two passages related in theme or topic• one passage consisting of sections that contain elements that can be compared or contrasted
Response Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">○ incorrect comparisons○ incorrect contrasts○ similarities or differences not supported by the text○ facts or details that are drawn from the passage(s) but are not related to the question○ plausible but incorrect responses based on the text
Sample Question Stems	<ul style="list-style-type: none">▪ What advantage did ____ have over other people who might have wanted to learn about _____?▪ Read this sentence from the passage. But Louisa couldn’t figure out why, and it bugged her like a cloud of starving mosquitoes. The author compares Louisa’s problem to “a cloud of starving mosquitoes” because a cloud of mosquitoes _____.▪ Why did _____ have more cases to solve in Foxtail Falls than she had in Carringford Springs?▪ What advantage did _____ have over other people who might have wanted to learn about _____?

LA.A.2.3.1 MC (Cluster 2)

Benchmark The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

Benchmark Clarification The student identifies the main idea or essential message, relevant supporting details and facts, or how the organizational pattern of a passage supports or develops the main idea.

Content Limits No content limits are specified for this benchmark.

Passage Attributes Passages may be literary text or informational text.

The passages will include a main idea (stated or implied) or an essential message and relevant details or facts.

Organizational patterns (methods of development) could include, but are not limited to, chronological order, lists, main headings with subheadings, question and answer, argument and support, comparison and contrast, cause and effect, and main idea with supporting details.

Response Attributes Distractors for MC questions may include, but are not limited to, the following:

- details that do not support the main idea or essential message of the passage
- incorrect identifications of details
- incorrect identifications or interpretations of the main idea or essential message
- incorrect relationships between the organizational pattern and the main idea
- plausible but incorrect responses based on text

Sample Question Stems

- What is the main idea of this article?
- If the article needed a new title, which would be best?
- Which of _____’s accomplishments was most valuable?
- Which sentence gives the best summary of the passage?
- Which statement best describes the lesson of the story?

LA.A.2.3.2 MC (Cluster 2)

Benchmark The student identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

Benchmark Clarification The student identifies the author’s purpose or point of view. The student also analyzes the impact of the author’s purpose or point of view within or across a variety of texts, including text intended to persuade.

Content Limits The author’s purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.

Passage Attributes Passages may be literary text or informational text. Passages particularly suitable for assessing this benchmark may include, but are not limited to

- persuasive articles, such as essays and editorials
- informational articles

Response Attributes Distractors of MC questions may include, but are not limited to, the following:

- facts or details that are drawn from the passage(s) but do not represent the author’s purpose or point of view
- incorrect interpretations of the author’s purpose or point of view

Distractors will NOT be a list of general categories (e.g., to inform, to persuade).

- Sample Question Stems**
- What was the author’s purpose in writing this article?
 1. to give examples of _____
 2. to explain a _____
 3. to demonstrate the importance of _____
 4. to develop a lesson about _____
 - With which statement would the author of _____ most likely agree?
 - Why did the author write the article about _____?
 1. to describe the _____
 2. to illustrate the value of _____
 3. to explain the _____
 4. to give an account of _____
 - Which statement describes what the author probably thinks about the people in _____?

LA.A.2.3.5 MC (Cluster 4)

Benchmark The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. (Includes LA.A.2.3.6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research projects, and LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques such as source cards, note cards, spreadsheets, and outlines.)

Benchmark Clarification The student obtains information through the process of recognizing, identifying, analyzing, synthesizing, and/or evaluating. The student demonstrates an understanding of information gathered from within or across texts.

Content Limits Items will NOT ask the student for literal references such as the following:

- On what page would you find...?
- In which chapter would you find...?
- In which kind of reference book would you find information about.....?

Passage Attributes Passages may be literary text or informational text.

Passages may include no more than three primary or secondary sources. The stimulus may be text, maps, tables, charts, reference material entries, or other types of graphics. If reference material entries are used, they must look like those found in textbooks, library reference materials, and/or other information sources appropriate for sixth-grade students. Appropriate categories, headings, and similar information will be implied, not stated.

Response Attributes Distractors of MC questions may include, but are not limited to, the following:

- incorrect uses of resources for research needs
- incorrect locating, gathering, analyzing, or evaluating of information
- incorrect conclusions or generalizations based on the stimulus
- headings or categories that are not applicable to the designated facts or information
- inappropriate methods of classifying, categorizing, or organizing the designated facts or information.

Sample Question Stems

- How do both the moray eel and the goatfish signal a need for cleaning?
- Refer to both the chart and the passage and determine which is the best _____ for _____.

LA.A.2.3.8 MC (Cluster 4)

Benchmark The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

Benchmark Clarification The student checks the validity and accuracy of information by differentiating fact and opinion, identifying strong versus weak arguments, and analyzing the development of argument(s) within or across texts.

Content Limits Items related to fact and opinion will assess the role of fact or opinion in a text, rather than requiring the student to identify factual or nonfactual statements.

Passage Attributes Passages may be literary text or informational text.

Passages should include viewpoints, positions, or persuasive arguments. Support may be objective and substantial or subjective and relatively undeveloped. Pairs of passages or different sections within passages should include contrasting viewpoints, positions, or arguments.

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect identifications of subjective or objective support
- incorrect interpretations of strong or weak arguments from the passage
- incorrect interpretations of the use of facts or opinions from the passage
- incorrect interpretations of how language in the passage supports or develops arguments

Sample Question Stems

- The information in the article _____ could best be used for a student research project on _____.
- Which of the following statements best supports the idea that _____ followed the most important cultural tradition of _____?

LA.E.2.2.1 MC (Cluster 3)

Benchmark	The student recognizes cause-and-effect relationships in literary and information texts. [Applies to fiction, nonfiction, poetry, and drama.]
Benchmark Clarification	The student identifies cause-and-effect relationships within or across literary and/or informational texts.
Content Limits	No content limits are specified for this benchmark.
Passage Attributes	Passages may be literary text or informational text. Passages must include a cause-and-effect relationship. This relationship may be stated or implied.
Response Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect causes or effects• incorrect interpretations of cause-and-effect relationships• plausible but incorrect responses based on the text
Sample Question Stems	<ul style="list-style-type: none">▪ What is the main reason that _____ decides to _____?▪ How did _____ help _____?▪ The author advises readers to _____ so that _____.

LA.E.2.3.1 MC (Cluster 2)

Benchmark The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or a story line. (Includes LA.E.1.3.2 Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.)

Benchmark Clarification The student identifies, analyzes, or interprets the following within or across texts: theme, plot, character development, setting, point of view, conflict, and/or resolution.

Content Limits No content limits are specified for this benchmark.

Passage Attributes Passages will be literary text..

To assess this benchmark across texts, items should be based on one of the following:

- two passages related in theme or topic
- one passage consisting of sections that contain characters, settings, and/or events that can be compared or contrasted.

Response Attributes Distractors may include, but are not limited to, the following:

- details that may contribute to but not significantly support the central conflict
- incorrect expressions of the central conflict or theme
- incorrect interpretations of character or plot development, point of view, or setting
- plausible but incorrect responses based on the text.

Sample Question Stems

- Which word best describes _____?
- When _____ realizes _____, how does s/he solve the problem?
- Which pair of words best describes _____?
- How does the narrator’s job affect her?

Appendix B – FCAT Reading Content Focus By Benchmark (Grades 6-8)

**REPORTING CATEGORIES: CONSTRUCTS MEANING FROM INFORMATIONAL TEXT
CONSTRUCTS MEANING FROM LITERATURE (LITERARY TEXT)**

<i>SUNSHINE STATE STANDARDS BENCHMARKS</i>	GRADES 6 - 8
<i>Cluster 1: Words and Phrases in Context</i>	<i>Content Focus</i>
LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.	<ul style="list-style-type: none"> • Word structure • Analyze words/text • Context • Conclusions/inferences
<i>Cluster 2: Main Idea, Plot, Purpose</i>	<i>Content Focus</i>
LA. A. 2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.	<ul style="list-style-type: none"> • Patterns of organization • Main idea/essential message • Details/facts
LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.	<ul style="list-style-type: none"> • Author’s purpose • Author’s point of view
LA.E.2.3.1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.	<ul style="list-style-type: none"> • Plot development (including flashback and foreshadowing) • Character development • Conflict/conflict resolution • Setting • Descriptive language (tone, mood, etc.) • Figurative language (symbolism, metaphor, etc.) • Character point of view
<i>Cluster 3: Comparisons and Cause/Effect</i>	<i>Content Focus</i>
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	<ul style="list-style-type: none"> • Contrast • Comparison
LA.E.2.2.1 Recognizes cause-and-effect relationship in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]	<ul style="list-style-type: none"> • Cause and Effect
<i>Cluster 4: Reference and Research</i>	<i>Content Focus</i>
LA.A.2.3.5 Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task	<ul style="list-style-type: none"> • Synthesizes information (multiple sources) • Synthesizes information (within text) • Locates, organizes, and interprets information
LA.A.2.3.8 Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusion an author draws.	<ul style="list-style-type: none"> • Validity/accuracy of information • Strong vs. weak argument

Source: 2005 Florida Department of Education

Appendix C – Elaboration and Extension in Writing

When scoring writing and helping students understand how to improve writing we can look at three very concrete aspects in regards to IDEAS. In the student’s writing you will see:

- **Bare ideas** – this is the topic or basic statement of the writing. Example: *Last week we went to the beach.*
- **Extensions** – this is a listing of ideas that are related to the bare idea. Extensions, however, do not provide vivid details. Examples: *We sat on the sand. We saw many birds. We waded in the water.* Extensions may or may not include good vocabulary. Examples: *We sat on the hot, steamy sand. We waded in the icy cold water. We saw birds of every color under the sun.*
- **Elaboration** – this provides details about the extension. An elaboration occurs any time the author steps into the writing and ‘explodes the moment’. Example: *When we waded in the water I stepped on a crab. It pinched my toe with its claw, and I ran screaming back up on the beach.*

If a student is able to write bare ideas and extensions and has basic organization (beginning, middle, and end) the logical place to work with the student to improve his/her writing is to teach elaboration. In FCAT Writing a paper that has extensions and clear organization would score a “3.0”. In order to move to a “4.0” the student would have to have at least one elaboration.

DO	DON'T
<ul style="list-style-type: none"> • Explain and model the difference between elaboration and extensions with students. Read examples from good literature and from student papers. 	<ul style="list-style-type: none"> • Just tell students to elaborate.
<ul style="list-style-type: none"> • Have students revise papers to add elaboration. 	<ul style="list-style-type: none"> • Tell students there must be three paragraphs, and each paragraph must have an elaboration.
<ul style="list-style-type: none"> • Have students limit the number of points and/or paragraphs and focus on the quality of their elaboration on fewer points. 	<ul style="list-style-type: none"> • Require a five-paragraph essay.
<ul style="list-style-type: none"> • Have students write for many purposes, audiences, and situations in draft format. 	<ul style="list-style-type: none"> • Require that every piece of writing be taken to publication.
<ul style="list-style-type: none"> • Have students maintain a writing portfolio. 	<ul style="list-style-type: none"> • Put only ‘perfect’ work in the portfolio. It should include many, many different types of writing at a variety of stages in the writing process.

Resources:

- <http://www.dpi.state.nc.us/docs/curriculum/languagearts/middlegrades/writingexemplarsmiddle.pdf>
- <http://www.learnnc.org/support/writing-lessons-support>
- images.pcmac.org/.../Departments/DocumentsCategories/Documents/FCAT%20Lessons%20Learned%20-%20Writing.pdf

Appendix D – Steps to Mastery of Vocabulary

Step 1: Provide a description, explanation, or example of the new term. This should be student friendly while maintaining the integrity of the word's meaning. Work at building experience with the word. Use the student's senses as much as possible.

Step 2: Ask students to restate the description, explanation, or example in their own words. You are not asking the students to simply repeat what you have said. You are asking that they construct their own descriptions and develop their own examples. These may not be comprehensive at first but must be monitored to assure that there are no major errors.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase. This forces students to think of the term in a totally different way. This must be modeled. Students will often prefer to just copy your definition because it is easier, but this defeats the purpose. You may allow students to work together at first. Students may draw an actual picture of the words, a symbol for the word, an example of the word, or a graphic representing the word. Students may also dramatize using cartoon figures and bubbles.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks. Some sample activities include, but are not limited to,

- Marking a prefix or suffix that will help them remember the meaning
- Identifying synonyms or antonyms
- Drawing an additional picture or graphic
- Listing related words
- Writing brief cautions or reminders of common confusions
- Comparing and contrasting terms

Step 5: Periodically ask students to discuss terms with one another. Students can

- Compare their descriptions of the term
- Describe/explain their pictures to each other
- Identify areas of disagreement or confusion
- Choose a word to teach to another student
- Make up riddles to describe the word for another student to guess

Step 6: Involve students periodically in games that allow them to play with terms. Jeopardy and Pictionary formats can be used. Some samples are provided on the next page.

IMPORTANT: Students must have MULTIPLE experiences with a word in order for it to go into long term memory. Teachers should post words on the class word wall. Teachers should also revisit and hold students accountable for words from previous years as appropriate to the content.




- adapted from **Building Academic Vocabulary** by Robert Marzano and Debra Pikering

Appendix E – Sample Reading and Vocabulary Strategies

K.I.M. -- for vocabulary words and new ideas

Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.

The key idea may be a new vocabulary word, or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to easily remember new key ideas.

K Key idea	I Information	M Memory Clue
1. drought	Little or no rain over a period of time	
2. coup	Takeover of government by military	
3. sovereignty	Political independence	

Story Map

The Story Map is a great way to get the main ideas or events of a novel into a usable form on paper. Students write the name of the novel at the top of the page, and the title of each chapter on the top of each box. Then, after reading each chapter, students fill the chapter box with information to remind them of what occurred or was covered in the chapter. Students may write an important word, a statement, a short summary, or draw a picture. Use the Story Map for textbooks too: Write the name of the chapter at the top, and use a box for each section, labeling them with the section headings found in the text.

Title of Chapter One _____

In this box, to remember the main points of this chapter:

- Draw a picture,
- Write a few words of summary, or
- Write a statement.

Title of Chapter Two _____

In this box, to remember the main points of this chapter:

- Draw a picture,
- Write a few words of summary, or
- Write a statement.

Title of Chapter Three _____

In this box, to remember the main points of this chapter:

- Draw a picture,
- Write a few words of summary, or
- Write a statement.

Title of Chapter Four _____

In this box, to remember the main points of this chapter:

- Draw a picture,
- Write a few words of summary, or
- Write a statement.

Strategy: “It Says-I Say-And So”

1. Model the graphic organizer in a “talk aloud” process with a question.
2. Students independently complete the process by following the Questions and Strategies format provided below.

Questions and Strategies	Strategy	Question
	<i>It Says...</i> All supporting information including direct quotes from text is basis for inference	What specific words in the text provide clues about _____?
	<i>I Say...</i> A text-based inference in students’ own words	Make an inference. Based on the evidence from the text, what do you say—in your own words—about _____?
	<i>And So...</i> A logical conclusion using inductive reasoning	What logical conclusion about the future _____ can you draw from the text and your inference?

* * * * *

Strategy: Most Important Word

Bleich, David. (1975). *Reading and Feelings: An Introduction to Subjective Criticism*. Urbana, IL: National Council of Teachers of English.

Overview: It is important to remember that the craft of writing is primarily a process of choosing words that will reflect the true meaning of the author's message. A good writer consistently "draws the reader in" by making the unfamiliar aspects become familiar. The Most Important Word strategy may be used throughout the reading of a selection.

Procedure:

1. The teacher presents two words that are important to the story. In the beginning, these words may well be part of the title.
2. The class brainstorms definitions of the words, and their responses are recorded on the chalkboard or an overhead.
3. Students then scan the selection and make note where the two words are used, alone or as part of a phrase. These are then shared with the class.
4. In small groups, the students discuss the significance of the two words or write about them.
5. Each group is then assigned to a certain number of chapters in the novel and assigned the task to find important words and reflect on how they support the theme of the book.
6. Each group reports back to the class with the words they found most important. These are recorded on the chalkboard or an overhead.
7. The list is then used as the basis for an all-class discussion about the novel. This strategy will assist students in understanding an author's intent in crafting a message.

Example:

An example of Most Important Word can be found in the Kylee Beers (2003) book, *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann.

SQ3R Reading Strategy
Survey, Question, Read, Recite, Review

SURVEY: Look Over the Material You Are About to Read

- Check amount
- Establish manageable units
- Read the title and the boldface headings
- Read the introductory material (paragraph)
- Look at charts, graphs, maps, pictures, other visuals
- Read the summary paragraph
- Read end-of-chapter questions/topics

QUESTION: Formulate Questions

- Jot down questions you want the text to answer based on:
 - What you know from your survey?
 - What you already know about the subject?
- Turn the boldface headings into questions
- Write out end-of-chapter questions that interest you

READ: Read for Main Ideas, Supporting Material, Transitions

- Separate main ideas from supporting material
- Delineate specifics of supporting material
- Actively recheck your comprehension of these distinctions by marking your text
- Select a paragraph or short section:
 - Read and Mark. Stop and Ask.
 - What is the main idea?
 - How is it supported?
 - What do I need to know from this paragraph?

RECITE: Talk out loud or write out the ideas and supporting material

- Look away or cover the page
- Using your own words, say or write the ideas and details
- Answer the questions you have formulated
- Look back at the material to check for accuracy; find the missing information
- Look away and speak/write again

REVIEW: Look over the material

- Try to construct a mental picture of the whole selection
- Recite the main ideas and answers to your questions
- Manipulate the ideas
- Speculate
- Compare/contrast
- Reorganize and categorize
- Consider the ideas in relation to other things you know, other selections in the same book, or other topics
- Make study notes in conjunction with lecture notes

THIEVES: A Strategy for Previewing Textbooks

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow students to “steal” information before they actually begin reading the chapter. Students will survey the text in the following manner:

Title – Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter. If the text is written in chronological order, the title may indicate where the chapter would fit on a timeline. Some questions that the student may ask while looking at the title include:

- ✓ What do I already know about this topic?
- ✓ How does it connect to the previous chapter?
- ✓ How can I turn this title into a question to focus my reading?

Headings – Headings indicate the important sections of the chapter. They help students identify the specific topics covered. Students can turn the headings into questions to create a more focused look at information covered in the chapter. Some questions that the student may ask while looking at the headings include:

- ✓ How does this heading let me know what I will be reading about?
- ✓ What topic will be discussed in the paragraphs below this heading?
- ✓ How can I turn this heading into a question that can be answered when I read this section?

Introduction – The introduction provides an overview of the chapter. It may come after the title and before the first heading. Sometimes the goals and objectives of the chapter are stated in the introduction. Some questions that students may ask when previewing the introduction include:

- ✓ Is the introduction marked or do I have to locate it?
- ✓ Does the first paragraph introduce the chapter?
- ✓ What important information will I find in the introduction?
- ✓ Do I already know anything about this?

Every first sentence in a paragraph – First sentences are often the topic sentences of the paragraph, and by reading these a student can get an idea of the information that will be contained in the chapter.

Visuals and Vocabulary – Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each. This enables students to learn a little about the topic before they begin to read. Some questions that students may ask about the visuals include:

- ✓ How do these visuals relate to the content of this chapter?
- ✓ What can I learn from them?
- ✓ How do the captions help me understand the visual?

Vocabulary unlocks the meaning of the content. Students need to understand vocabulary in order to comprehend the text. Vocabulary may or may not be identified as key words. It might be highlighted or italicized in the text. Some questions that students may ask about the vocabulary include:

- ✓ Is there a list of key words and are they defined in the glossary?

- ✓ Are there important words in boldface or italics?
- ✓ Do I know the important words?
- ✓ Are there other words I don't know?

End-of-Chapter Questions – These questions indicate important points and concepts from the chapter. Just reading these questions will help students target information that is important in the text and establish a purpose for reading. Some questions that students may ask about the end-of-chapter questions include:

- ✓ What do these questions ask?
- ✓ What information will be important in this chapter?
- ✓ How do I locate this information in the text?

Summary – Many texts contain a summary at the end of the chapter. Students can read the summary to activate prior knowledge and give them an idea of the important concepts contained in the chapter.

THIEVES was created by Suzanne Liff Manz, an educational therapist and instructor at Nassau Community College in Garden City, NY. It was published in *The Reading Teacher* Volume 55 Number 5 in February, 2002.

SAY SOMETHING

This strategy called SAY SOMETHING works on the assumption that it is more critical for dependent readers to talk about texts *during* the reading experience than after it. The strategy helps dependent readers focus on what they are reading rather than “confusing page turning with comprehending.”

The steps of SAY SOMETHING

1. Students get into groups of 2 or 3 and take turns reading a portion of a text aloud.
2. As they read, they occasionally pause to “say something” about what was read (every 3 to 4 paragraphs or so).
3. Provide students with the following rules (on the board or on a poster):

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following: <ul style="list-style-type: none">• Make a prediction• Ask a question• Clarify something you had misunderstood• Make a comment• Make a connection
3. If you can't do one of those five things, then you need to reread.

3. The reading partners offer a response to what was said; then a different student continues the reading until the next time they pause to say something.

Important Reminders:

- It is important to model the strategy several times, perhaps with a colleague or with a student.
- The partner’s job is to offer a response to what was said, in particular to try to answer questions. Any questions that can’t be answered should be noted on paper so they can be brought to the entire class.
- Dependent readers often need help in making their Say Something comments. Supplying sentence stem starters for each of the 5 categories is useful.
- Students should first practice on short texts to become familiar with the strategy.

Kylene Beers
adapted by Sandra Krist, Literacy Coach

Appendix F – The Writing Portfolio

Ongoing assessment is key in the writing classroom. Having students maintain a Writing Portfolio allows both teacher and student to view and analyze writing progress.

THE WRITING PORTFOLIO AND ASSESSMENT

Formative: As a part of the instructional process, formative assessment provides information that helps teachers adjust instruction to meet student needs throughout the grading period.

Summative: Benchmark assessments that occur periodically to determine where a student is in relation to the standard. This is a snapshot of the student's learning at a specific point in time.

DETERMINE THE PURPOSE OF THE WRITING PORTFOLIO

Is it for progress monitoring your students so that you can adjust your instruction to meet their needs (formative)? Is it to compile representative works in order to show student achievement (summative)? Is it for a combination of these things?

WHAT IS IMPORTANT?

It is important for the student to evaluate according to the Six Traits his/her own work in the portfolio and determine areas of need and areas of growth. It is important to have a variety of writing in a variety of stages in the portfolio. It is important for the portfolio to be active (often looked at, assessed, added to, and revised by student and teacher) rather than static (a lot of paper to which no one refers until it goes home at the end of the year). A portfolio is not just a storage folder.

Management of the Writing Portfolio:

- **Who 'owns' the portfolio?** The student owns the portfolio. However, it is usually best if the portfolio remains in the writing classroom. Portfolios should be kept in an established place so that students are able to access them as needed.
- **Who determines what is placed in the portfolio?** Both the teacher and the student make decisions about what is kept in the portfolio. It should include a variety of writing genres in a variety of stages. Drafts as well as published pieces should be kept to show student growth and showcase performance. Not every piece of writing needs to be kept. All pieces should be dated. Some examples of writing might be:
 - Reflective Writing piece (letter to reviewer)
 - Personal Expressive Writing (memoir, etc.)
 - Literary Writing (poetry, plays, etc.)
 - Expository and Persuasive Writing (speech, editorial, etc.)
 - Pieces from two or three other categories
 - Scored writing from demand prompts
- **How often is the portfolio viewed?** The portfolio should be actively included in writing assessment. Students should pull draft pieces from the portfolio when working on revision. The writing in the portfolio should be the pieces in which the students have invested a part of themselves resulting in ownership of the writing. Teachers should use the pieces in the portfolio to conference with students about areas of growth. Teachers can use the portfolio to note areas of needs that they will work on with students, but from the student standpoint it should be a showcase of growth.

Resource(s):

- http://www.upcsinstitute.org/DMSFiles/Powerful_Portfolio_Handout.doc
- http://www.education.ky.gov/users/otl/KYWritingHnbk/Spring_2007_Handbook_Update_pages_Parts_I_and_II_all_grades.pdf
- <http://www.mandygregory.com/ManagementIdeasforWritersWorkshop.htm>
- <http://denaharrison.com>