## Grade – Sixth

**Standard:** Reading

**Skill:** Functional Texts – Read to determine the relevance and importance of functional information.

**Context:** These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere.  They provide basic information readers need to accomplish day-to-day tasks.  Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.

**Instructional suggestions:** (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students work on the "Who, What, Where, Why, When, and How" of functional text.  Who does it address?  What is it for? What does it relate to? How would I use this information?

- Offer a broad variety of texts and have students apply those texts to themselves.  Ask them to find various types of information from the text and discuss how to apply it.  Examples: restaurant menu, poster of events, informational signs.

- Provide students with a set of directions to complete a task.  Bring in a real-life set of directions such as how to program a cell phone.

- Have students read school newsletters and practice underlining information that applies to them.

- Create and write functional texts.

- Create a school collection of functional texts which can be used in various classrooms. Disneyland maps, job applications, class schedules, bus schedules, directions in a game, etc.

- Use the PAWS extended and short response rubrics to score student work; have students use the rubrics to check their own work.

- Use the PAWS extended and short response rubrics in an interactive editing activity – students break rubric apart and pull out each of the criteria. Have the students discuss and put each part on chart paper bubbles which are hung around the room.

- Power of three: For sufficient answers, have students practice and push for three details from the text which support their answers. Each detail should be well developed by elaborating upon the connection the student is identifying.

# Grade – Sixth

**Standard:** Reading

**Skill:** Functional Texts – Read to select and apply relevant information for a given task.

**Context:** These texts include reading materials such as directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions

**Instructional suggestions:** (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Who, what, where, when, and why - focus on the information. Questions could be written by the teacher or student, helping students to focus their understanding of the key points. Teach skimming as a strategy to locate the key information.

- Have students identify missing information and supply what they think should be added to the text.

- Bring in forms, job applications, pet adoption forms, etc. for students to practice reading, understanding, interpreting, and completing.

- Frequently ask students to read from a specific perspective such as: a member of the club or as someone making a report.

- Teach pre-reading strategies of using symbols such as asterisks, sidebars, footnotes, bullets, captions, etc. as places that hold information or lead the reader to additional information.  See Stephanie Harvey's Strategies that Work  for more informational text strategies.

- Use the PAWS extended and short response rubrics to score student work; have students use the rubrics to check their own work.

- Use the PAWS extended and short response rubrics in an interactive editing activity – students break rubric apart and pull out each of the criteria. Have the students discuss and put each part on chart paper bubbles which are hung around the room.

- Power of three: for sufficient answers, have students practice and push for three details from the text which support their answers. Each detail should be well developed by elaborating upon the connection the student is identifying.

# Grade – Sixth

**Standard:** Reading

**Skill:** Expository Texts – Read to understand a text's major points and supporting details.

**Context:** These texts include such things as textbooks, encyclopedias, biographies, public documents, print media and internet websites, interviews, scientific explanations, and historical information. These are usually read to learn new information that increases a reader's understanding of some topic.

**Instructional suggestions:** (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students write a statement about the reading selection.  Put four statements up on the board and select the best one.

- Be sure to give your student frequent opportunities to read from expository text and having done so, be certain they recognize that such texts are *expository* in nature. What is the author's intent for the text? It is important to identify the type of text in content area classroom.

- Teach students to ask questions, take notes, discuss with others as they are reading the text to extend the thought process and understanding the content of the text.

- Use graphic organizers to help kids visually see how the main idea is supported with details. Identify the main idea and supporting details within the text with 2 different colors of highlighter.

- Use articles from newspapers and magazines or the internet and explore the major points and details.

- When working with expository text, be sure to use higher level vocabulary. Explore the meaning of unfamiliar words.

- Watch CNN news with students and talk about the events of the day. This exposes students to new vocabulary. Play it on the SmartBoard (preview and select). Talk about new words and concepts, important points and main topics. Have students summarize in their own words.

- Create a think sheet, T-chart, or Cornell notes upon which students put main ideas, then write from that to develop their response.

- Use the PAWS extended and short response rubrics to score student work; have students use the rubrics to check their own work.

- Use the PAWS extended and short response rubrics in an interactive editing activity – students break rubric apart and pull out each of the criteria. Have the students discuss and put each part on chart paper bubbles which are hung around the room.

- Power of three: for sufficient answers, have students practice and push for three details from the text which support their answers. Each detail should be well developed by elaborating upon the connection the student is identifying.

# Grade – Sixth

**Standard:** Reading

**Skill:** Expository Texts – Read to understand how the information in the text fits into broader topics and issues.

**Context:** These texts include such things as textbooks, encyclopedias, biographies, public documents, print media and internet websites, interviews, scientific explanations, and historical information. These are usually read to learn new information that increases a reader's understanding of some topic.

**Instructional suggestions:** (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Provide students with opportunities to write in response to expository text.  Students should be able to restate the question within the response and use information from what they know and details from the text to support their answer.

- Have students read a variety of expository text and record text-to-text and text-to-self connections using graphic organizers. Encourage students to record examples from the text when making connections to broader topics and issues.

# Grade – Sixth

**Standard:** Reading

**Skill:** Narrative Texts – Read to recognize and understand an author's development of conflict, simile, and literal interpretation as basic story elements.

**Context:** These texts include historical fiction, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

**Instructional suggestions:** (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students write and read similes, and identify similes within the text they are reading.

- Have students identify and analyze the beginning, middle, and ending of a variety of short stories.

- Explore conflict and conflict resolution with students.  Analyze various internal and external conflicts among stories; students should understand that conflicts are presented in many different forms—occurring between the characters as well as within the characters.

- Use story maps to teach elements.  Have students diagram the story elements and use supportive details from the story to support their choices.

- Have students record vocabulary from the text which describes the characters.  Using the list of vocabulary, have students discuss how the author uses character traits to develop the characters.

- Use the PAWS extended and short response rubrics to score student work; have students use the rubrics to check their own work.

- Use the PAWS extended and short response rubrics in an interactive editing activity – students break rubric apart and pull out each of the criteria.  Have the students discuss and put each part on chart paper bubbles which are hung around the room.

- Power of three:  for sufficient answers, have students practice and push for three details from the text which support their answers.  Each detail should be well developed by elaborating upon the connection the student is identifying.

# Grade – Sixth

**<u>Standard:</u>** Reading

**<u>Skill:</u>** Narrative Texts – Read to understand how the plot of the story develops as a series of high points and/or how it can be depicted as a problem and its solution.

**<u>Context:</u>** These texts include historical fiction, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

**<u>Instructional suggestions:</u>** (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Teach how to use graphic organizers to pull details from the story.  Once familiar, let students develop their own organizers.

- Use a variety of terms to describe the same plot elements (e.g. climax/high point, problem/conflict, solution/resolution). Do as a visual with the class.

- Use popular film or familiar stories such as The Three Little Pigs, Cinderella, etc. to outline plot and to illustrate plot elements.

- Use the PAWS extended and short response rubrics to score student work; have students use the rubrics to check their own work.

- Use the PAWS extended and short response rubrics in an interactive editing activity – students break rubric apart and pull out each of the criteria.  Have the students discuss and put each part on chart paper bubbles which are hung around the room.

- Power of three:  for sufficient answers, have students practice and push for three details from the text which support their answers.  Each detail should be well developed by elaborating upon the connection the student is identifying.


- Have students identify the problem in a story and map the steps leading to the problem and the solution.  Have students draw and explain pictures that describe each step.

- Take a one page story and have students cut it apart and identify the elements of the plot and details that support the plot.

- "Details Jeopardy" – tell students what the plot is and have them identify details that support the plot in a game format.

- Have students use a highlighter or sticky notes to identify key plot elements.

# Grade – Sixth

**Standard:** Reading

**Skill:** Narrative Texts – Read to understand the theme of a story and how the author develops it.

**Context:** These texts include historical fiction, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

**Instructional suggestions:** (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Use of graphic organizers to identify the various elements that lead to the theme of the story. The organizers can be useful to support organization of constructed response items. The organizer could help with the sufficiency of the response.

- Directly teach, using a think aloud, to identify the big idea of the story. Use short stories, an anthology, poetry or other forms of narrative text to give students many opportunities to identify the theme in a variety of text.

- Write a written a response for various themes in books.  A sample prompt may be "How was the theme of _____ developed in the story?"

- Have students write a persuasive response which articulates a reasonable story theme, with evidence and details to support the interpretation.

- Be sure students understand the difference between topic and theme.

- Use the PAWS extended and short response rubrics to score student work; have students use the rubrics to check their own work.

- Use the PAWS extended and short response rubrics in an interactive editing activity – students break rubric apart and pull out each of the criteria.  Have the students discuss and put each part on chart paper bubbles which are hung around the room.

- Power of three:  for sufficient answers, have students practice and push for three details from the text which support their answers.  Each detail should be well developed by elaborating upon the connection the student is identifying.

-  Booksource organizes books by themes and grade levels.

- Teach vocabulary of recurrent themes found in literature: courage, loyalty, etc.  Use a universal themes poster to identify common themes in reading materials.

- Strategies that Work has a list of books that support themes.