



Reading Pacing Guide: Grade 6

King George County Schools

2011

To set the stage for an effective school year, the Reading Pacing Guides for King George County have been revised for 2011-2012. Thank you to all staff who contributed to these documents. Your continued feedback as you use these guides is appreciated.

1. **New SOL-** The pacing guides feature the new reading SOL, which are scheduled to be tested in 2013. These new SOL are fairly inclusive of the old SOL, so with very few exceptions, there are no concerns that we will “miss” curriculum in the transition. Please take time to review the [2010 SOL and Curriculum Framework](#). An updated Enhanced Scope and Sequence is expected soon.
2. **Comprehension-** The pacing guides feature a division-wide K-8 comprehension framework that should inform your instructional decisions throughout the year. Each quarter has been divided into an “a” and “b” segment, with a different comprehension focus for each segment. The intent of this framework is to unite the division in common instructional goals, vocabulary, and initiative. A common focus will assist in horizontal and vertical planning, and in coordinating instruction with special education, gifted, and intervention programs.
3. **Instructional Reading Level-** The new SOL put specific emphasis on placing students in text at their instructional reading level (greater than 90% accuracy and within target reading rate). With the comprehension framework, it is intended that you provide skill instruction in text that students can read fluently. This is most effectively accomplished in a small group or reader’s workshop setting.
4. **Role of Core Program-** The pacing guide has been organized in such a way as to allow for the use of many different texts and resources. The core program should be seen as one of many resources for effective reading instruction. Your instructional planning should be guided by the SOL and the pacing guide. Use the core program resources that are best-matched to the SOL for your grade level, and supplement with additional resources and text to differentiate instruction as needed.
5. **Additional Resources Featured-** [VDOE Comprehension and Vocabulary Strategy Video Vignettes](#), [Enhanced Scope and Sequence](#) + (T/TAC, 2002 SOL), [Florida Center for Reading Research Student Center Activities](#), [PALS Electronic Lesson Plan Activities](#)

KGCS Reading Comprehension Instructional Framework

- Quarter 1a: Making Connections, Predicting, Questioning
- Quarter 1b: Story (Narrative) Text Structure
- Quarter 2a: Nonfiction Text Structure
- Quarter 2b: Author’s Purpose
- Quarter 3a: Summarizing Narrative Text
- Quarter 3b: Summarizing Nonfiction Text
- Quarters 4a/4b: Questioning Review

NOTES: The Oral Language Strand Standards of Learning have not been explicitly paced as part of this guide. However, these Standards should be included in instruction throughout the year. In addition, please review the 2010 Research Strand Standards of Learning that appear in Quarter 4 beginning in grade 3.

KGCS Reading Pacing Guide: Grade 6

Quarter 1a

Comprehension Focus: Making Connections/Predicting/Questioning			
Ongoing SOL: 6.5l/6.6l Use Reading Strategies			WCPM Goal: 139-168
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
6.5b Predict Narrative 6.5d Cause/Effect Narrative 6.5e Background Narrative 6.5f Conclude/Infer Narrative 6.6b Background Nonfiction 6.6c Questioning Nonfiction 6.6d Predict Nonfiction 6.6e Conclude/Infer Nonfiction 6.6k Cause/Effect Nonfiction <u>Key Vocabulary</u> author text type/format/genre audience content purpose format predict confirm revise text clues/evidence/support Note: Teachers will model thinking beyond the literal level (higher-level thinking) about text with material at students' instructional level. Students will move to collaborative and independent comprehension of	<ul style="list-style-type: none"> make, confirm, and revise predictions activate prior knowledge through discussion, anticipation guides, vocabulary preview, and other strategies recognize prior knowledge that allows the reader to connect to a text pose questions before and during reading based on text features, vocabulary, graphics, and titles/headings use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result give evidence from the text to support conclusions <p><u>Question-Answer Relationships (QAR):</u> Right There, Think and Search, Author and Me, and On My Own Question Types</p> <p><u>Additional Materials/Instruction</u></p> <p>Virginia DOE Enhanced Scope and Sequence http://www.doe.virginia.gov/testing/sol/scop_e_sequence/english_scope_sequence/6-8/scopeseq_english6-8.pdf</p> <p>TE pp. 528-529 How and Why to Read Literature (author's purpose introduction)</p>	<p><i>VDOE Comprehension and Vocabulary Strategies Video Vignettes</i> (includes QAR and other effective teaching strategies) http://www.doe.virginia.gov/instruction/english/elementary/reading/reading_vocabulary_strategies.shtml#</p> <p><i>Monitoring for Understanding Activities and Materials (Background Knowledge, Prediction, Question Types)</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf</p> <p><i>Text Analysis Activities and Materials (Fiction/Nonfiction, Inferences)</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf</p> <p><i>PALS Lessons- Intermediate Readers Before Reading: Anticipation Guide, Concept of Definition, Four Square Concept Map, KWL, Making Connections, Possible Sentences</i></p> <p><i>PALS Lessons- Intermediate Readers During Reading: DR-TA; Induced Imagery, Reciprocal Teaching</i></p> <p><i>PALS Lessons- Transitional Readers After Reading: QAR</i></p>	Fluency Screening: PALS 6 th grade passage TE 345 (Cause/Effect) TE 427 (Conclude/Infer) SOL type questions in published materials and teacher-created materials

grade level materials.	<p>Interactive Notes</p> <p>Variety of print material (product packaging, magazines, brochures) 6.3a, b</p>	<p><i>PALS Lessons- Intermediate Readers After Reading:</i> Cause/Effect Map</p> <p><i>PALS Lessons- Intermediate Readers Fluency</i> Performance Reading; Poetry Club; Poetry Read Aloud; Radio Reading; Self-Monitoring Chart; Speech Recitation</p>	
Suggested Core Program Selections			
<p>“Greyling” (pp. 288-295) 6.5b “Lob’s Girl” (pp. 268-281) 6.5d, f “Sharks” (pp. 596-598) 6.6c, d “TV’s Top Dogs” (pp. 26-27) 6.6c, d “Gentle Giants” (pp. 254-257) 6.6e, k “Old Ben” (pp. 152-158) 6.4c “Feathered Friends” (pp. 159-163) 6.4c</p> <p>Additional fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals. These should include both read-aloud texts and texts at students’ instructional reading levels. See also Picture Books for Teaching Comprehension Skills</p>			
Released Test Questions			
<p>Based on paragraphs 11 and 12, Kenyi and Vanessa will most likely— (2010) Which question is answered in the section “NO TRYOUTS”? (2010) The twenty-first group to sign up will be allowed to perform if— (2010) Based on information about the talent show, which word best describes the members of the Smithdale Student Activity Club? (2010) Which question is answered in paragraph 5? (2010) What may the reader best predict from paragraph 7? (2010) According to the article, the skill of moving quickly is important for animals to learn because it— (2010) Abigail thought the afternoon was going to be difficult because she— (2010) This story would most likely appeal to readers who— (2010)</p>			

Vocabulary- 1a

Ongoing SOL: 6.4f Extend General and Specialized Vocabulary			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
6.4b Synonyms/Antonyms	<ul style="list-style-type: none"> recognize common antonyms and synonyms 	<p><i>Synonym/Antonym Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45APartOne.pdf</p> <p>http://www.fcrr.org/curriculum/PDF/G4-5/45VPartOne.pdf</p>	SOL type questions in published materials and teacher-created materials
6.4c Context Clues *This SOL must be taught on an ongoing basis in all semesters in a variety of text types.	<ul style="list-style-type: none"> use context as a clue to infer the correct meanings of unfamiliar words and phrases context clue types: examples, restatements, contrasts, definitions, signal words, direct explanations, synonyms, antonyms, inferences (see also Curriculum Framework 6.6, p. 13) identify clue words and phrases that help unlock meaning of unfamiliar words 	<p><i>Context Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf</p> <p>Interactive Notes</p> <p>Vocabulary Graphic Organizers</p>	
6.4d Figurative Language <u>Introduce Key Vocabulary</u> simile, hyperbole, metaphor	<ul style="list-style-type: none"> identify figurative language in text 	Interactive notes	
6.4e Word Reference Materials	<ul style="list-style-type: none"> consult word reference materials (e.g., dictionary, glossary, thesaurus, both print and online) to find pronunciation, meanings, synonyms, and antonyms 		
Released Test Questions			
Read this sentence from the flier. (Insert context.) What is the job of a stagehand? (2010) Based on paragraph 6, a “play face” is— Which sentence contains an example of hyperbole?			

Writing- 1a			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
6.7 The student will write narration, description, exposition, and persuasion.	<ul style="list-style-type: none"> 6.7 has not been paced. Please see Curriculum Framework for detail. 	<i>Suggested prompt: RAFT p. 297</i> Role- Greyling; Audience- parents; Format- letter; Topic- tell feelings toward parents, explain conflict, and tell why you can't return	
6.8a Graphic Organizers	<ul style="list-style-type: none"> use a variety of graphic organizers to analyze and improve sentence formation and paragraph structure diagram sentences with phrases and clauses use complete sentences with appropriate punctuation avoid using coordinating conjunctions at the beginning of sentences (e.g., and, so) avoid comma splices and fused sentences 	Graphic Organizers Sentence Diagrams	
6.8b Subject/Verb	<ul style="list-style-type: none"> review parts of speech use subject/verb agreement (singular and plural) 	DLP	DLP assessments

Quarter 1b

Comprehension Focus: Story Structure			
Ongoing SOL: 6.5l/6.6l Use Reading Strategies			WCPM Goal: 139-168
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
6.5d Cause/Effect Narrative 6.5f Conclude/Infer Narrative 6.5a Narrative Structure 6.5g Character/Plot Dev. plot conflict, internal/external resolution rising action climax sequence character traits	<ul style="list-style-type: none"> understand setting as time and place understand plot as development of central conflict and sequence of events that lead to resolution understand that character traits are revealed by what character says, thinks, does and how other characters respond to character determine central idea or theme understand internal conflicts within characters, external conflicts between characters, and changes in characters as a 	<i>Narrative Text Structure Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf <i>PALS Lessons- Intermediate Readers After Reading: Compare/Contrast, Story Map</i> TE p. 3 How to Read Literature	1 st Quarter Benchmark TE p. 524 (Tone, Mood, and Emotion) SOL type questions in published materials and teacher-created materials

<p>theme</p> <p>biography and autobiography (nonfiction with narrative text structure)</p>	<p>result of conflict and resolution</p> <ul style="list-style-type: none"> • use graphic organizers to record plot elements that illustrate cause and effect relationships • use graphic organizers to record changes in characters 		
<p>Suggested Core Program Selections</p> <p>“King of Mazy May” (pp. 50-60) 6.5a “Aaron’s Gift” (p. 119) “Circuit” (pp. 64-71) 6.5a, d (theme) “Jimmy Jet and His TV Set” (p. 70) 6.5g (narrative poem) “The Stone” (pp. 505-512) 6.5g</p> <p>Additional fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals. These should include both read-aloud texts and texts at students’ instructional reading levels. See also Picture Books for Teaching Comprehension Skills .</p>			
<p>Released Test Questions</p> <p>Based on paragraph 1, why does Vanessa most likely choose to sketch at the park? (2010) Which word best describes Abigail? (2010) How did Abigail’s feelings change during the events of the story? (2010) Which sentence best states the theme of this story? (2010)</p>			

Vocabulary- 1b

Ongoing SOL: 6.4f Extend General and Specialized Vocabulary			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
6.4b Roots/Affixes <u>Key Vocabulary</u> affix prefix suffix root	<ul style="list-style-type: none"> • apply knowledge of roots and affixes (prefixes and suffixes) • understand that a word can be divided into root and affix to determine pronunciation • understand how affixes change the meaning of a root word • use word structure to analyze and show relationships among words (proceed/procession, internal, internalization) 	<i>Morpheme Structures Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45APartThree.pdf <i>Morphemic Elements Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf	SOL type questions in published materials and teacher-created materials
6.4d Figurative Language	<ul style="list-style-type: none"> • continued from 1a 		
Lists of Most Common Prefixes and Suffixes with Meanings http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf			
<u>Released Test Questions</u>			
Read this sentence from paragraph 5. In which word does –ness mean the same as it does in thoroughness? (2010)			
Read this sentence from paragraph 1. Adding the suffix –less to the word count makes a word that means— (2010)			
Read this sentence. Which word from this sentence has a prefix that means small? (2010)			

Writing- 1b

SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
6.7 The student will write narration, description, exposition, and persuasion.	<ul style="list-style-type: none"> • 6.7 has not been paced. Please see Curriculum Framework for detail. 	<i>Suggested prompt: Personal Narrative p. 63 (see also Adapted Reader’s Companion p. 34)</i>	
6.8d Verb Tense	<ul style="list-style-type: none"> • maintain a consistent verb tense within sentences and throughout and across paragraphs 	DLP	DLP assessments

Quarter 2a

Comprehension Focus: Nonfiction Text Structure																									
Ongoing SOL: 6.5I/6.6I Use Reading Strategies			WCPM Goal: 139-168																						
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment																						
<p>6.6e Conclude/Infer Nonfiction 6.6k Cause/Effect Nonfiction 6.6a Text Structures Nonfiction 6.6f Fact/Opinion Nonfiction 6.6j Organizational Pattern Nonfiction</p> <p><u>Key Vocabulary</u> narrative nonfiction biography autobiography</p> <table border="0"> <tr> <td>fact</td> <td>chart</td> </tr> <tr> <td>opinion</td> <td>table</td> </tr> <tr> <td>heading</td> <td>timeline</td> </tr> <tr> <td>subheading</td> <td>diagram</td> </tr> <tr> <td>illustration</td> <td>map</td> </tr> <tr> <td>photograph</td> <td>glossary</td> </tr> <tr> <td>caption</td> <td>dictionary</td> </tr> <tr> <td>bold print</td> <td>index</td> </tr> <tr> <td>italic print</td> <td>encyclopedia</td> </tr> <tr> <td>underlining</td> <td>atlas</td> </tr> <tr> <td>graph</td> <td>almanac</td> </tr> </table>	fact	chart	opinion	table	heading	timeline	subheading	diagram	illustration	map	photograph	glossary	caption	dictionary	bold print	index	italic print	encyclopedia	underlining	atlas	graph	almanac	<ul style="list-style-type: none"> identify common patterns of organizing text (chronological/sequential, compare/contrast, cause/effect, problem/solution, and generalization/principle) use graphic organizers to show patterns of organization use transition/signal words to recognize patterns of organization including those indicating time, cause/effect, or indicating additional information recognize that a fact is something that can be proven, while an opinion is a personal feeling select appropriate sources of information based on the purpose for reading 	<p><i>Expository Text Structure Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf</p> <p><i>Text Analysis Activities and Materials (Fact/Opinion)</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf</p>	<p>SOL type questions in published materials and teacher-created materials</p>
fact	chart																								
opinion	table																								
heading	timeline																								
subheading	diagram																								
illustration	map																								
photograph	glossary																								
caption	dictionary																								
bold print	index																								
italic print	encyclopedia																								
underlining	atlas																								
graph	almanac																								
<p>Suggested Core Program Selections</p> <p>“Pigman and Me” (pp. 182-188) 6.4b (autobiography) “Summer Hats” (pp. 82-84) 6.6a “Populations” (pp. 592-594) 6.6a “Loch Ness Monster” (pp. 406-410) 6.6f “Exploring the Titanic” (pp. 380-387) 6.6f</p> <p>Additional fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals. These should include both read-aloud texts and texts at students’ instructional reading levels. See also Picture Books for Teaching Comprehension Skills.</p>																									
<p>Released Test Questions</p> <p>On what day does a second grader need to show up for rehearsal? (2010) explicit detail Where would this flier most likely be found? (2010) The best resource for learning about how dog sledding began would be—</p>																									

Vocabulary- 2a

Ongoing SOL: 6.4f Extend General and Specialized Vocabulary			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
6.4b Roots/Affixes <u>Key Vocabulary</u> affix prefix suffix root Greek and Latin affixes Greek and Latin roots cognates	<ul style="list-style-type: none"> • apply knowledge of roots and affixes • use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud- hearing, listening, or sound as in audience, auditory, audible) • identify Latin and Greek roots of common English words as clues to the meaning • separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i> 	<i>Morpheme Structures Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45APartThree.pdf <i>Morphemic Elements Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf	SOL type questions in published materials and teacher-created materials
6.4c Multiple Meanings	<ul style="list-style-type: none"> • determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content 	<i>Multiple Meaning Words Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45VPartOne.pdf TE p. 95	
6.4d Figurative Language	<ul style="list-style-type: none"> • continued from 1a 		
List of Greek and Latin Roots http://www2.southampton.liu.edu/academic/pau/course/webroot.htm			
<u>Released Test Questions</u>			
Read this dictionary entry. What is the meaning of acts in the section “NO TRYOUTS”? (2010)			

Writing- 2a

SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
6.7 The student will write narration, description, exposition, and persuasion.	<ul style="list-style-type: none"> • 6.7 has not been paced. Please see Curriculum Framework for detail. 	<i>Suggested prompt: RAFT (use nonfiction topic and internet search)</i>	
6.8c Pronoun/Antecedent	<ul style="list-style-type: none"> • use first person pronouns appropriately in compound subjects and objects (e.g., John and I went to the store. Mother gave presents to Jim and me.) 	DLP	DLP assessments

	<ul style="list-style-type: none"> recognize and correct vague pronouns 		
6.8 Additional Framework goals	<ul style="list-style-type: none"> correctly use the apostrophe for contractions and possessives capitalize language classes or classes followed by a number (e.g., French, Algebra II) capitalize mom and dad only when those titles replace names or are used as proper nouns 		

Quarter 2b

Comprehension Focus: Author's Purpose																									
Ongoing SOL: 6.5l/6.6l Use Reading Strategies			WCPM Goal: 139-168																						
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment																						
6.5c Word Choice/Imagery 6.5j Figurative Language 6.5k Transitional Words 6.6j <i>Organizational Pattern Nonfiction</i> <u>Imagery</u> - use of words to recreate sensory impressions. Verbal imagery is most often visual but may also be words that recreate sound, smell, taste or touch. <u>Key Vocabulary</u> <table border="0"> <tr> <td>senses</td> <td>metaphor</td> </tr> <tr> <td>poetry</td> <td>rhyme</td> </tr> <tr> <td>verse</td> <td>rhythm</td> </tr> <tr> <td>line</td> <td>repetition</td> </tr> <tr> <td>syllable</td> <td>alliteration</td> </tr> <tr> <td>haiku</td> <td>onomatopoeia</td> </tr> <tr> <td>limerick</td> <td>tone</td> </tr> <tr> <td>ballad</td> <td>humorous</td> </tr> <tr> <td>free verse</td> <td>serious</td> </tr> <tr> <td>simile</td> <td>objective</td> </tr> <tr> <td>hyperbole</td> <td>personal</td> </tr> </table>	senses	metaphor	poetry	rhyme	verse	rhythm	line	repetition	syllable	alliteration	haiku	onomatopoeia	limerick	tone	ballad	humorous	free verse	serious	simile	objective	hyperbole	personal	<ul style="list-style-type: none"> identify author's purpose at the levels of passage, section/paragraph, sentence, and individual words/phrases notice an author's craft (language patterns, sentence variety, vocabulary, imagery, and figurative language) recognize an author's use of simile, hyperbole, and metaphor analyze author's use of figurative language recognize poetic forms (haiku, limerick, ballad, free verse) recognize poetic elements in prose and poetry (rhyme, rhythm, repetition, alliteration, onomatopoeia) recognize an author's tone (serious, humorous, objective, personal) use transition/signal words to recognize patterns of organization including those indicating time, cause/effect, or indicating additional information 	<i>Text Analysis Activities and Materials (Author's Purpose)</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf TE pp. IN8-IN9 <u>Related SOL</u> 6.3 Media Literacy <ul style="list-style-type: none"> compare and contrast auditory, visual, and written media identify the characteristics and effectiveness of a variety of media messages craft and publish audience-specific media messages 	2 nd Quarter Benchmark SOL type questions in published materials and teacher-created materials
senses	metaphor																								
poetry	rhyme																								
verse	rhythm																								
line	repetition																								
syllable	alliteration																								
haiku	onomatopoeia																								
limerick	tone																								
ballad	humorous																								
free verse	serious																								
simile	objective																								
hyperbole	personal																								

Suggested Core Program Selections
<p>“Thunder Butte” 6.5c “Breaker’s Bridge” (pp. 390-401) 6.5d, j Poetry selections (pp. 700-742) “Ankylosaurus” (p. 370) “Life Doesn’t Frighten Me” (p. 304) “Twish and Shout” (pp. 690-692) 6.6j (functional text) “Olympic Diary” (pp. 545-548) 6.6j (chronological) “Sharks” 6.6j (problem/solution) “Snorkeling Tips” (pp. 517-518) 6.6j (generalization/principle) “The Tiger Who Would Be King” (p. 282) 6.6j (principle)</p> <p>Additional fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals. These should include both read-aloud texts and texts at students’ instructional reading levels. See also Picture Books for Teaching Comprehension Skills.</p>
Released Test Questions
<p>What is the purpose of this flier? (2010) Why does the author include paragraph 8 in the story? (2010) The main purpose of this article is to— (2010) Paragraphs 13 and 14 are important to this story because they— The imagery in paragraph 15 most appeals to the reader’s sense of— A. sight, B. touch, C. smell, D. sound Based on the article, which words best describe the locomotor play among young animals? (2010) In paragraph 1, the words “ball-tossing,” “backflipping,” and “somersaulting” create an image of — (2010)</p>

Vocabulary- 2b			
Ongoing SOL: 6.4f Extend General and Specialized Vocabulary			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<i>Review all 6.4</i>			
6.4d Figurative Language	<ul style="list-style-type: none"> alliteration, onomatopoeia 		SOL type questions in published materials and teacher-created materials

Writing- 2b			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
6.7 The student will write narration, description, exposition, and persuasion.	<ul style="list-style-type: none"> 6.7 has not been paced. Please see Curriculum Framework for detail. 	<i>Suggested prompt: Research p. 403 How do bridge builders get the foundation set into the water?</i>	
6.8g Adjectives/Adverbs	<ul style="list-style-type: none"> choose adjectives and adverbs correctly 		

Quarter 3a

Comprehension Focus: Summarizing Fiction			
Ongoing SOL: 6.5l/6.6l Use Reading Strategies			WCPM Goal: 139-168
SOL	Knowledge/Skills/Processes Vocabulary	Materials/Instruction	Assessment
<p>6.5a Narrative Structure 6.5g Character/Plot Dev. 6.5h Main Idea Narrative 6.5i Supporting Details Narrative</p> <p>Note: Include review of narrative non-fiction text types (biography and autobiography).</p>	<ul style="list-style-type: none"> use strategies for summarizing, including graphic organizers determine the central idea or theme of a text and recognize how details support that idea use strategies and rules for summarizing such as avoiding redundancy, generalizing, and creating a main idea statement summarize text without providing a personal opinion 	<p><i>Narrative Text Structure Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf</p> <p><i>Monitoring for Understanding Activities and Materials (Summarizing)</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf</p> <p><i>PALS Lessons- Intermediate Readers After Reading: GIST, Sequencing</i></p>	SOL type questions in published materials and teacher-created materials
<p>Suggested Core Program Selections</p> <p>“Zlateh the Goat” (pp. 126-134) 6.5i “Grandpa and the Statue” (pp. 666-680) 6.5 a, g “Backwoods Boy” (pp. 314-324) 6.5h, i</p> <p>Additional fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals. These should include both read-aloud texts and texts at students’ instructional reading levels. See also Picture Books for Teaching Comprehension Skills.</p>			
<p>Released Test Questions</p> <p>Read this flow chart based on the story. (Insert sequence of events flow chart.) Which of these best completes the flow chart? (2010) The story is titled “Drawing on a New Friendship” because it is about— Read this sentence from paragraph 16. What does this sentence reveal about Harry’s relationship with his mother? Which sentence best summarizes the story? Which sentence best describes the attic?</p>			

Vocabulary- 3a			
Ongoing SOL: 6.4f Extend General and Specialized Vocabulary			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<p>Review all 6.4</p> <p>2002 SOL 6.3b Analogies, Idioms, Personification</p>	<ul style="list-style-type: none"> 2010 SOL Curriculum Framework: recognize word relationships such as synonym; antonym; object/action (ear, hear); source/product (tree, lumber); 	<p>TE p. VA29-VA36</p> <p><i>Analogies Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45VPartThree.pdf</p>	SOL type questions in published materials and teacher-created materials

	part/whole (paw, dog); animal/habitat (bee, hive)		
Released Test Questions			
Complete the following analogy. Hide-and-seek is to game as—			

Writing- 3a			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
6.7 The student will write narration, description, exposition, and persuasion.	<ul style="list-style-type: none"> 6.7 has not been paced. Please see Curriculum Framework for detail. 	<i>Suggested prompt: Opinion or Persuasive Writing (p. 683)</i>	
6.8e Double Negatives	<ul style="list-style-type: none"> eliminate double negatives 	DLP	DLP assessments
6.8f Dialogue	<ul style="list-style-type: none"> punctuate and format dialogue correctly use quotation marks 	DLP	DLP assessments

Quarter 3b

Comprehension Focus: Summarizing Nonfiction			
Ongoing SOL: 6.5l/6.6l Use Reading Strategies			WCPM Goal: 139-168
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<p>6.6a Text Structures Nonfiction</p> <p>6.6g Main Idea Nonfiction</p> <p>6.6h Supporting Details Nonfiction</p> <p>6.6i Compare/Contrast Info. Nonfiction</p> <p>Note: Include review of narrative non-fiction text types (biography and autobiography).</p>	<ul style="list-style-type: none"> comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization use strategies for summarizing, including graphic organizers determine the central idea or theme of a text and recognize how details support that idea use strategies and rules for summarizing such as avoiding redundancy, generalizing, and creating a main idea statement summarize text without providing a personal opinion use graphic organizers to show similarities 	<p><i>Expository Text Structure Activities and Materials</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf</p> <p><i>Monitoring for Understanding Activities and Materials (Summarizing)</i> http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf</p> <p><u>Related SOL</u> 6.9 Research</p> <ul style="list-style-type: none"> understand and use online, print, and media references develop notes that include important 	<p>TE 263 (Main Idea)</p> <p>TE 175 (Identifying and Supporting Main Idea)</p> <p>SOL type questions in published materials and teacher-created materials</p>

	and differences in the information found in several sources on the same topic	concepts, summaries, and identification of sources <ul style="list-style-type: none"> summarize or paraphrase information in notes and finished work 	
Suggested Core Program Selections			
“Justice At Last” (pp. 314-324) 6.6g “Race to the End of the Earth” (pp. 798-802) 6.6g, h “More Than a Pinch of Salt” (pp. 748-751) 6.6g, h “An Astronaut’s Answers” (pp. 86-88) and “The Space Shuttle Challenger” (pp. 562-566) 6.5i			
Additional fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals. These should include both read-aloud texts and texts at students’ instructional reading levels. See also Picture Books for Teaching Comprehension Skills.			
Released Test Questions			
Which would be most helpful to include in the flier? (2010)			
According to the article, one way young animals and young humans are alike is that both groups— (2010)			

Vocabulary- 3b			
Ongoing SOL: 6.4f Extend General and Specialized Vocabulary			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<i>Review all 6.4</i>			

Writing- 3b			
SOL	Knowledge/Skills/Processes	Materials/ Instruction	Assessment
6.7 The student will write narration, description, exposition, and persuasion.	<ul style="list-style-type: none"> 6.7 has not been paced. Please see Curriculum Framework for detail. 	<i>Suggested prompt: RAFT (use nonfiction topic and internet search)</i>	
6.8h Spelling	<ul style="list-style-type: none"> use correct spelling for frequently used words use reference sources to select the correct spelling and usage of homophones and easily confused words (their, there, and they’re; effect/affect) 		

Quarter 4a/4b

Comprehension Review: Questioning			
Ongoing SOL: 6.5I/6.6I Use Reading Strategies			WCPM Goal: 139-168
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<i>Review all 6.5, 6.6</i>			
Suggested Core Program Selections			
"The All-American Slurp" (pp. 494-504)			
"Becky and the Wheels-and-Brakes Boys" (pp. 446-454)			
"Who Is Sue" (pp. 374-377)			
Additional fiction and non-fiction titles should be identified by grade-level teams to support instruction in comprehension goals. These should include both read-aloud texts and texts at students' instructional reading levels. See also Picture Books for Teaching Comprehension Skills.			

Vocabulary- 4a/4b			
Ongoing SOL: 6.4f Extend General and Specialized Vocabulary			
SOL	Knowledge/Skills/Processes	Materials/Instruction	Assessment
<i>Review all 6.4</i>			

Research & Technology: Quarter 4

SOL	Knowledge/Skills/Processes																				
<p>6.9a Collect Information 6.9b Evaluate Texts 6.9c Use Technology 6.9d Cite Sources 6.9e Plagiarism</p>	<ul style="list-style-type: none"> understand and use online, print, and media references including general and specialized dictionaries, thesauruses and glossaries, general and specialized encyclopedias, directories, general and specialized databases, and internet resources evaluate the validity and authenticity of texts using questions such as the following <ul style="list-style-type: none"> Does the source appear in a reputable publication? Is the source free from bias? Does the writer have something to gain from his opinion? Does the information contain facts for support? Is the same information found in more than one source? prevent plagiarism by giving credit to authors when ideas and words are used in research differentiate between primary and secondary sources provide a list of sources using standard form to document primary/secondary sources <p><i>PALS Lessons- Intermediate Readers After Reading: Inquiry Chart, QulP</i></p> <p><u>Related SOL</u></p> <ul style="list-style-type: none"> 6.2 Oral Presentations 6.3 Media Literacy compare and contrast auditory, visual, and written media identify the characteristics and effectiveness of a variety of media messages craft and publish audience-specific media messages 																				
<p><u>Key Vocabulary</u></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 50%;">resource</td> <td style="border: none; width: 50%;">atlas</td> </tr> <tr> <td style="border: none;">reference</td> <td style="border: none;">almanac</td> </tr> <tr> <td style="border: none;">primary source</td> <td style="border: none;">encyclopedia</td> </tr> <tr> <td style="border: none;">secondary source</td> <td style="border: none;">internet</td> </tr> <tr> <td style="border: none;">authenticity</td> <td style="border: none;">authorship</td> </tr> <tr> <td style="border: none;">validity</td> <td style="border: none;">format</td> </tr> <tr> <td style="border: none;">bias</td> <td style="border: none;">audience</td> </tr> <tr> <td style="border: none;">plagiarism</td> <td style="border: none;">content</td> </tr> <tr> <td style="border: none;">directory</td> <td style="border: none;">purpose</td> </tr> <tr> <td style="border: none;">database</td> <td style="border: none;"></td> </tr> </table>	resource	atlas	reference	almanac	primary source	encyclopedia	secondary source	internet	authenticity	authorship	validity	format	bias	audience	plagiarism	content	directory	purpose	database		
resource	atlas																				
reference	almanac																				
primary source	encyclopedia																				
secondary source	internet																				
authenticity	authorship																				
validity	format																				
bias	audience																				
plagiarism	content																				
directory	purpose																				
database																					
<u>Released Test Questions</u>																					
<p>Which book would be most useful for learning more about how different species of birds use object play? (2010)</p> <p>Which book would best help the reader learn more about creating jewelry with beads? (2010)</p>																					

PALS Lesson Plans: Transitional & Intermediate Readers

<u>PALS Transitional</u>	<u>PALS Intermediate</u>
<p>After Reading</p> <ul style="list-style-type: none"> • Compare Contrast • Main Idea • Prompts • QAR • Sequencing • Story Maps • Sum It Up <p>Before Reading</p> <ul style="list-style-type: none"> • Anticipation Guide • Book Clues • KWL • List Group Label • Making Connections • Opening Lines • Semantic Map <p>During Reading</p> <ul style="list-style-type: none"> • DRTA • Induced Imagery • Reciprocal Teaching <p>Fluency</p> <ul style="list-style-type: none"> • Emotion Match • Paired Reading • Performance Reading • Poetry Club • Poetry Read Aloud • Radio Reading • Read Around 	<p>After Reading</p> <ul style="list-style-type: none"> • Cause Effect • Compare Contrast • GIST • Inquiry Chart • QuIP (Questions into Paragraphs) • Sequencing • Story Maps <p>Before Reading</p> <ul style="list-style-type: none"> • Anticipation Guide • Concept of Definition • Four Square Concept Map • KWL • Making Connections • Possible Sentences <p>During Reading</p> <ul style="list-style-type: none"> • DRTA • Induced Imagery • Prompts • Reciprocal Teaching <p>Fluency</p> <ul style="list-style-type: none"> • Performance Reading • Poetry Club • Poetry Read Aloud • Radio Reading • Self-Monitoring Chart • Speech Recitation <p>Word Study</p>

<ul style="list-style-type: none"> • Reading with Sound Effects • Read Like Me • Running Record Round Up • Search for Signals • Silent Rereading • Timed Repeated <p>Word Study</p> <ul style="list-style-type: none"> • Board Games • Bus Stop Game • Concentration • Create A Sentence • Feature Spin • Go Fish • Homophone Fishing • Vowel Families 	<ul style="list-style-type: none"> • Board Games • Crazy Compounds • Double Drop Keep • Go Fish • Homophone Concentration • Lexicon • More Than One • Paddle Prefix
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