

Functional Reading

Strand	Reading Standards for Literature Reading Standards for Informational Text	
Big Idea	Key Ideas and Details Integration of Knowledge and Ideas	
<u>Concept</u>		<u>Learning Targets</u>
A. Details of stories read		1. <ul style="list-style-type: none"> • Comprehend details of stories read • Identify details of stories read
Alignments CCSS: 6.RL.1; 6.RL.2; 6.RL.3; 6.RL.7; 6.RL.9; 6.RI.2 Performance: 2.3 Knowledge: (CA) 3 NETS: 1a,c; 2a,b DOK: 3		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • The teacher will model and the students will: <ul style="list-style-type: none"> • make and display posters upon completion of books read (i.e., compare/contrast, Venn diagrams, etc.) • write summaries of the topic information from the story's details and present them to the class • work together to complete activities and teach each other in order to obtain basic skills knowledge of information presented • answer: <ul style="list-style-type: none"> • who • what • where • when • why • how 		

Assessments/Evaluations

- Discussion (small group/class)
- Worksheets
- Teacher observation
- Question and answer
- Teacher created:
 - quizzes
 - tests

Sample Assessment Questions

- What are 3 details from the story? (characters, setting, time frame, etc.)

Instructional Resources/Tools

- Vocabulary, word analysis and comprehension activities
- Short stories read in class
- Short story with comprehension questions

Literacy Connections

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Cross Curricular Connections

- Functional Government
- Independent Living
- Communications
- Lifetime Health
- Technical Reading

Functional Reading

Strand	Reading Standards for Literature Reading Standards for Informational Text Language Standards	
Big Idea	Craft and Structure Integration of Knowledge and Ideas Conventions of Standard English Vocabulary Acquisition and Use	
<u>Concept</u>		<u>Learning Targets</u>
B. Survival vocabulary		1. <ul style="list-style-type: none"> • Define survival vocabulary • Recall and use survival vocabulary • Locate survival vocabulary
Alignments CCSS: 6.RL.4; 6.RI.4; 6.RI.7; 6.L.1a,e; 6.L.2b; 6.L.4c,d; 6.L.5b; 6.L.6 Performance: 2.6 Knowledge: (CA) 5 NETS: 1a DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • The teacher will model how to: <ul style="list-style-type: none"> • play: <ul style="list-style-type: none"> • vocabulary BINGO • sight word matching • with flash cards (picture and word) in order to cross reference usage of survival and daily life words • use the word wall (sight words) and/or word families to reference unknown or unfamiliar words used in everyday life and writing skills 		

Assessments/Evaluations

- Discussion
- Worksheets
- Observation
- Questions and answers
- Group activities
- Teacher created:
 - quizzes
 - tests

Sample Assessment Questions

- How can you use these words to ask for assistance within the community?
- Where can/will you use these words?

Instructional Resources/Tools

- Vocabulary, word analysis and comprehension activities
- Short stories
- Sample exercises

Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive)
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

Functional Reading

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - b. Spell correctly
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Cross Curricular Connections

- Functional Government
- Independent Living
- Communications
- Lifetime Health
- Technical Reading

Functional Reading

Strand	Reading Standards: Foundational Skills Reading Standards for Literature Writing Standards	
Big Idea	Craft and Structure Integration of Knowledge and Ideas Fluency Text Types and Purposes	
<u>Concept</u>		<u>Learning Targets</u>
C. Read different media for requested information		1. <ul style="list-style-type: none"> Read a newspaper to locate requested information
Alignments CCSS: 5.RL.6; 5.RL.7; 5.RF.4a,c; 5.W.1c,d Performance: 1.10 Knowledge: (CA) 3 NETS: 1a DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> The teacher will model: <ul style="list-style-type: none"> how reading a newspaper, then summarize and find the: <ul style="list-style-type: none"> date title name index different sections using the iPad/computer so students can look up and locate different area newspapers and information from each paper, such as: <ul style="list-style-type: none"> jobs current events local events 		

Assessments/Evaluations

- Discussion
- Worksheets
- Teacher observation
- Question and answer
- Teacher created:
 - quizzes
 - tests

Sample Assessment Questions

- Where are the birth announcements located in the newspaper?
- Where can you find your local newspaper online?
- How can you find a newspaper from a different city using the Internet?

Instructional Resources/Tools

- Literacy skills (grade levels)
- Basic reading inventory

Literacy Connections

- Describe how a narrator's or speaker's point of view influences how events are described
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
- Read with sufficient accuracy and fluency to support comprehension
 - a. Read on-level text with purpose and understanding
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*)
 - d. Provide a concluding statement or section related to the opinion presented

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Strand	Reading Standards for Literature Writing Standards	
Big Idea	Craft and Structure Text Types and Purposes	
<u>Concept</u>		<u>Learning Targets</u>
D. Information on signs, maps, phonebooks, transportation, schedules, and advertisements		1. <ul style="list-style-type: none"> Identify and list information: <ul style="list-style-type: none"> on signs on maps in phonebooks about transportation about TV schedules in advertisements
Alignments CCSS: 6.RL.4; 6.W.2b Performance: 1.10 Knowledge: (CA) 3 NETS: 1a DOK: 2		

Instructional Strategies

- The teacher will model how to:
 - read and locate information and students will complete assigned classwork working on map packets in order to become familiar with terminology and keys to locate information on other maps
 - and students will:
 - locate items in phonebooks that they need to locate and get ahold of establishments and offices, such as:
 - menus
 - government offices
 - local stores
 - look up:
 - local T.V.
 - bus
 - business
- schedules using the Internet and/or phonebooks to locate numbers to call needing service schedules
- list types of transportation that are available within their community and find contact information for each
- identify advertisements within the media, such as:
 - internet
 - newspaper
 - email
- in order to become better, more informed consumers
- create ads for products that they like and/or create an ad for a new product
- Students will draw and label maps that pertain to their everyday life in order to identify where things are within their community

Assessments/Evaluations

- Discussion
- Worksheets
- Teacher observation
- Question and answer
- Teacher created:
 - quizzes
 - tests

Sample Assessment Questions

- Where can you locate information about signs, maps, phonebooks, etc.?

Instructional Resources/Tools

- Literacy skills (grade level)
- Basic reading inventory
- Phonics practice
- Daily editing (grade level)

Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

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Big Idea	Craft and Structure Integration of Knowledge and Ideas Key Ideas and Details	
<u>Concept</u>		<u>Learning Targets</u>
E. Select and read a library book		1. <ul style="list-style-type: none"> • Select a library book of choice • Read and discuss a library book of choice • Level reading on a quarterly basis
Alignments CCSS: 6.RL.6; 6.RL.7; 6.RI.2 Performance: 2.4 Knowledge: (CA) 2 NETS: 1a DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • The teacher will model how to: <ul style="list-style-type: none"> • quietly read for 10-15 minutes daily with a book/magazine of choice • take a tour of the library in order to familiarize the students with the different areas and find reading interests for them to research and sources to check out • check out and return books as needed to develop an independence 		

Assessments/Evaluations

- Book discussion
- Worksheets
- Observation
- 5 W's questions
- Questions and answer
- SRI/BRI testing

Sample Assessment Questions

- What book did you choose to read?
- Why did you pick your book?
- What do you like about your book?

Instructional Resources/Tools

- Phonics (grade level)
- Basic reading inventory
- Daily editing (gr. level)

Literacy Connections

- Explain how an author develops the point of view of the narrator or speaker in a text
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

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Strand	Reading Standards for Informational Text Reading Standards: Foundational Skills	
Big Idea	Integration of Knowledge and Ideas Phonics and Word Recognition	
<u>Concept</u>		<u>Learning Targets</u>
F. Evaluate characteristics of items		1. <ul style="list-style-type: none"> List and evaluate characteristics of items such as apartments, vehicles, groceries, etc.
Alignments CCSS: 6.RI.9; 5.RF.3a Performance: 1.6 Knowledge: (CA) 3,4 NETS: 1a DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will model how to: <ul style="list-style-type: none"> complete a class made checklist using classifieds from the newspaper, Internet, etc., in order to evaluate characteristics of different items compare and contrast items using resources such as: <ul style="list-style-type: none"> consumer reports consumer digests internet reviews to evaluate characteristics for items such as: <ul style="list-style-type: none"> apartments vehicles groceries 		

Assessments/Evaluations

- Discussion
- Projects:
 - posters
 - reports
 - diagrams
- Teacher observation
- Question and answer
- Teacher created:
 - quizzes
 - tests

Sample Assessment Questions

- What information did you find on apartments, vehicles, groceries, etc.?

Instructional Resources/Tools

- Phonics (grade level)
- Basic reading inventory
- Daily editing (grade level)

Literacy Connections

- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)
- Know and apply grade-level phonics and word analysis skills in decoding words
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

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Big Idea	Integration of Knowledge and Ideas Craft and Structure	
<u>Concept</u>		<u>Learning Targets</u>
G. Read and organize data and information		1. <ul style="list-style-type: none"> Read and organize data and information into charts, graphs, outlines, and graphic organizers
Alignments CCSS: 6.RL.7; 6.RI.4 Performance: 1.8 Knowledge: (CA) 3,4 NETS: 1a DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will model how to: <ul style="list-style-type: none"> create: <ul style="list-style-type: none"> charts graphs outlines graphic organizers from the information learned in class answer questions based on the information from the: <ul style="list-style-type: none"> charts graphs outlines graphic organizers that the students produced 		

Assessments/Evaluations

- Class discussion
- Small group directed and completed worksheets
- Teacher observation while students are working
- Student and teacher question and answer to identify areas of concern and areas of mastery
- Teacher created:
 - quizzes
 - tests

Sample Assessment Questions

- What information did you find?
- How can you organize your information/data?

Instructional Resources/Tools

- Basic reading inventory
- Graphic organizers

Literacy Connections

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

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Strand	Writing Standards	
Big Idea	Text Types and Purposes	
<u>Concept</u>		<u>Learning Targets</u>
H. Evaluate appropriate response to a given situation from list of responses		1. <ul style="list-style-type: none"> List possible responses to a given situation and evaluate those responses to determine the best possible response
Alignments: CCSS: 6.W.1a,b Performance: 3.5 Knowledge: (CA) 4,6 NETS: 1a DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will model how to: <ul style="list-style-type: none"> produce a pros/cons list of possible responses to a given situation work in small groups – small projects, present to class 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Discussion Worksheets Teacher observation Question and answer Board work Increase student self-correction Teacher created: <ul style="list-style-type: none"> quizzes tests 		

Sample Assessment Questions

- What would you do in this situation? Why?

Instructional Resources/Tools

- Stories
- Case studies
- Graphic organizers

Literacy Connections

- Write arguments to support claims with clear reasons and relevant evidence
 - a. Introduce claim(s) and organize the reasons and evidence clearly
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text

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