

<b>Grade 6 Reading R-6.1</b>	<b>KAS Standard:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  <b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Determine the meaning of figurative and connotative words and phrases as they are used in text.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Identify vocabulary for figurative language, connotative (feelings or images word evokes) words (E.g. synonyms and antonyms), Identify literal meanings of words, Distinguish between an informational text and literature, Understand compare/contrast and same/different concepts and the relationship between them Identify and use context clues.		
<b>What will the student be able to do? (student outcomes)</b> To compare and contrast words and phrases, To determine implicit meaning of words as related to emotions evoked.		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> Distinguish positive words and negative words using T-chart, apply emotions to words (e.g. snake – fear; bunny – comfort; earthquake – fear; gentle rain- soothing), pair multi-sensory activities (e.g. touch, hear, see, smell, & taste) for meanings of words, Frayer model- (concept maps) ( <a href="http://www.tantasqua.org">www.tantasqua.org</a> ), semantic maps.		
<b>What materials will be needed?</b> Grade level adapted text, variety of informational texts (e.g. newspapers, recipe books, magazines, manuals, news 2 you)		
<b>What will daily checks for understanding look like (formative assessment)?</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

Reflections (what worked well, what will you change next time)

<b>Grade 6 Reading R-6.2</b>	<b>KAS Standard:</b> 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.  <b>READING STANDARDS FOR LITERATURE</b>	<b>Accommodations and Supports (Should align with IEP)</b>
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<b>KAS-KAAP Content Assessment Standard:</b> Determine a theme of a text and how it is conveyed through details; provide a summary.	
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**What does the student need to know to begin? (pre-requisite skills)** Make initial predictions about the story, understand literary elements (e.g. character, plot & setting) in a story, to be able to determine main idea in story, sequencing main events, understand supporting ideas, determine relevant information, content specific vocabulary.

**What will the student be able to do? (student outcomes)**

**How will you task analyze the skill?**

**How will you teach this? (SDI, strategies)** Teach implied meaning of a text (e.g. start with objects or pictures and move to text) teach to link text and background knowledge together, able to summarize text (repeated story line, repeated reading, familiar concepts), use of graphic organizers, use 3-2-1 Summarizing strategy (or KWL Strategy) for main idea, preview text, reduce amount of text, paraphrase, priming (anticipatory set), explicit teaching (e.g. I do, we do, you do), “get the gist” strategy, Refine initial predictions.

**What materials will be needed?** Grade-level adapted text, visual manipulatives (objects, photos...), News 2 You, Weekly Reader, Story-based lesson steps, Coach & Ladders reference books.

**What will daily checks for understanding look like (formative assessment)?**

<b>What were the outcomes of your practice test (summative assessment)?</b>
<b>Reflections (what worked well, what will you change next time)</b>

<b>Grade 6 Reading R-6.3</b>	<p><b>KAS Standard:</b> 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.</p> <p><b>READING STANDARDS FOR LITERATURE</b></p>	<b>Accommodations and Supports (Should align with IEP)</b>
<p><b>KAS-KAAP Content Assessment Standard:</b> Determine the meaning and impact of figurative and connotative words and phrases as they are used in a text.</p>		
<p><b>What does the student need to know to begin? (pre-requisite skills)</b> Identify main idea, understand that words have meanings understand that certain words describe (e.g. adjectives, adverbs), identify vocabulary for figurative language, connotative (feelings or images the word evokes) words (E.g. synonyms and antonyms), identify literal meanings of words, distinguish between an informational text and literature, understand compare/contrast and same/different concepts and the relationship between them, identify and use context clues.</p>		
<p><b>What will the student be able to do? (student outcomes)</b> To compare and contrast words and phrases, To determine implicit meaning of words as related to emotions evoked, To identify the impact of words/phrases on the story.</p>		
<p><b>How will you task analyze the skill?</b></p>		
<p><b>How will you teach this? (SDI, strategies)</b> Distinguish positive words and negative words using T-chart, apply emotions to words (e.g. snake – fear; bunny – comfort; earthquake – fear; gentle rain- soothing), pair multi-sensory activities (e.g. touch, hear, see, smell, &amp; taste) for meanings of words, use Frayer model- (concept maps) (<a href="http://www.tantasqua.org">www.tantasqua.org</a>), use of semantic maps, use of graphic organizers, use of content from comprehension module from literacy trainings use explicit and systematic vocabulary instruction, use of examples and non-examples in figurative language.</p>		

<b>What materials will be needed?</b> Grade level adapted texts, variety of literary texts (e.g. classics, poems, comics, lyrics, magazines),
<b>What will daily checks for understanding look like (formative assessment)?</b>
<b>What were the outcomes of your practice test (summative assessment)?</b>
<b>Reflections (what worked well, what will you change next time)</b>

<b>Grade 6 Reading R-6.4</b>	<b>KAS Standard:</b> 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.  <b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Determine a central idea of a text, how it is conveyed through details, and provide a summary.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Content specific vocabulary, sequencing, determine relevant information, able to summarize.		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		

<p><b>How will you teach this? (SDI, strategies)</b> Graphic organizers, 3-2-1 determine main idea, repeated story line, repeated reading, familiar concepts, preview text, adapted text, reduce amount of text, paraphrase, visual manipulatives (objects, photos...), change question format, priming, explicit teaching, “get the gist” strategy, Marzano, ELSB, Coach, Ladders, News to you, Weekly Reader.</p>
<p><b>What materials will be needed?</b></p>
<p><b>What will daily checks for understanding look like (formative assessment)?</b></p>
<p><b>What were the outcomes of your practice test (summative assessment)?</b></p>
<p><b>Reflections (what worked well, what will you change next time)</b></p>

<p><b>Grade 6 Reading R-6.5</b></p>	<p><b>KAS Standard:</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>READING STANDARDS FOR INFORMATIONAL TEXT</b></p>	<p><b>Accommodations and Supports (Should align with IEP)</b></p>
<p><b>KAS-KAAP Content Assessment Standard:</b> Determine an author’s purpose and explain how it is conveyed in a text.</p>		
<p><b>What does the student need to know to begin? (pre-requisite skills)</b> Content specific vocabulary (purpose, inform, entertain, persuade)</p>		
<p><b>What will the student be able to do? (student outcomes)</b></p>		

<b>How will you task analyze the skill?</b>
<b>How will you teach this? (SDI, strategies)</b> Graphic organizers, real world examples that students can relate to, adapted texts, pair photos/pictures/objects with texts, websites ( read write think, think link, slater software, Paul V Sherlock, highlighting, multiple examples from real world texts.
<b>What materials will be needed?</b>
<b>What will daily checks for understanding look like (formative assessment)?</b>
<b>What were the outcomes of your practice test (summative assessment)?</b>
<b>Reflections (what worked well, what will you change next time)</b>

<b>Grade 6 Reading R-6.6</b>	<b>KAS Standard:</b> 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.  <b>READING STANDARDS FOR LITERATURE</b>	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Compare and contrast reading a story to viewing a live version of the text.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Compare/contrast (same/different), attending.		

**What will the student be able to do? (student outcomes)**

**How will you task analyze the skill?**

**How will you teach this? (SDI, strategies)** Graphic organizers, real world examples that students can relate to, adapted texts, pair photos/pictures/objects with texts, websites ( read write think, think link, slater software, Paul V Sherlock).

**What materials will be needed?**

**What will daily checks for understanding look like (formative assessment)?**

**What were the outcomes of your practice test (summative assessment)?**

**Reflections (what worked well, what will you change next time)**