

**6th Grade Reading Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: 1

Days: Ongoing

Reporting Category/Strand: READING

<p>SOL 6.5l, 6.5e</p>	<p>The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>(l) Use reading strategies to monitor comprehension throughout the reading process</p> <p>(e) Use prior and background knowledge as context for new learning.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> - use strategies for summarizing, such as graphic organizers. - use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development. - use graphic organizers to record changes in characters as a result of incidents in the plot. - use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. <p>All students should:</p> <ul style="list-style-type: none"> - recognize that prior or background knowledge assists in making connections to the text
<p>Essential Questions</p>	<p>How do readers prepare for reading? What are readers thinking about as they read? What can a reader do when they don't understand? What impact does fluency have on comprehension? Why are strategies important?</p>
<p>Primary Resources</p>	<p><u>reading strategies</u>, <u>background knowledge</u>, <u>graphic organizers</u>, <u>plot</u>, <u>plot elements</u>, <u>plot elements</u>; <u>characterization</u>, <u>making inferences</u>, <u>draw conclusions</u>, <u>reading skill-connecting</u>, <u>reading skill-predicting</u>, <u>reading skill-predicting</u>, <u>reading skill-questioning</u>, <u>reading skill-visualizing</u>, <u>reading skill-compare and contrast</u>, <u>reading skill-summarizing</u>, <u>reading skill-author's purpose</u></p>
<p>Essential Vocabulary</p>	<p>inference - an educated guess based on evidence in the text and a reader's prior knowledge and experience background knowledge - what you already know about the topic</p>

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Reporting Category/Strand: Reading

<p>SOL 6.61</p>	<p>The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>(1) Use reading strategies to monitor comprehension throughout the reading process.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> - activate prior knowledge before reading by use of, but not limited to: - small-group or whole-class discussion; - anticipation guides; and - preview of key vocabulary - pose questions prior to and during the reading process based on text structures, such as: - boldface and/or italics type; - type set in color; - vocabulary; - graphics or photographs; and - headings and subheadings. - use specific and helpful clues in the context, including: - definitions – which define words within the text; - signal words – which alert readers that explanations or examples follow; - direct explanations – which explain terms as they are introduced; - synonyms – which provide a more commonly used term; - antonyms – which contrast words with their opposites; and - inferences - which imply meaning and help readers deduce meaning <p>All students should</p> <ul style="list-style-type: none"> - activate prior knowledge before reading. - be strategic before, during, and after reading. - recognize an author’s patterns of organization. - recognize an author’s use and clarification of technical vocabulary.

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	<ul style="list-style-type: none"> - use graphic organizers to organize and summarize text. - use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary. - recognize an author's purpose, including: to entertain; to inform; and to persuade.
Essential Questions	<p>How do readers prepare for reading? What are readers thinking about as they read? What can a reader do when they don't understand? What impact does fluency have on comprehension? Why are strategies important?</p>
Primary Resources	<p>Lesson Skill: Making connections ESS; Reading Modules: Predicting outcomes, making connections, and inferring; Monitoring and/or Summarizing/ Making connections.</p>
Essential Vocabulary	<p>signal words - words that alert readers that explanations, definitions, examples, comparisons, contrasts, similes, antonyms, etc. follow technical vocabulary - vocabulary that is specific to a technical topic; not general vocabulary</p>

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<p>SOL 6.4a, b</p>	<p>The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.</p> <p>a) Identify word origins and derivations.</p> <p>b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> - use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound 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 poly from polygon and phone from telephone to predict the meaning of polyphony. <p>All students should:</p> <ul style="list-style-type: none"> - use word structure to analyze and show relationships among words. - use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words.
<p>Essential Questions</p>	<p>Why is it important to learn the meanings of root words, prefixes, and suffixes when they often aren't even "real" words? What are word families and how does it help us to put our words into families?</p>
<p>Primary Resources</p>	<p>Lesson Skill: Determining meaning of words by taking them apart ESS Lesson Skill: Using word maps to expand vocabulary ESS</p>

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	Lesson Skill: Understanding and using roots to expand vocabulary ESS Lesson Skill: Understanding and using suffixes to expand vocabulary ESS
Essential Vocabulary	word origin - the language/culture where the word originated

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Reporting Category/Strand: Reading

SOL 6.5,	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. (a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> - determine a central idea or theme of a fictional text and how it is developed through specific details - notice an author’s craft, including use of : <ul style="list-style-type: none"> ● language patterns; ● sentence variety; ● vocabulary; ● <p>All students should</p> <ul style="list-style-type: none"> - identify and define the elements of narrative structure. - understand that fiction includes a variety of genres, including short story, novel, and drama. - understand that narrative nonfiction includes biography, autobiography, and personal essay. - understand that poetry can be rhymed, unrhymed, and/or patterned. - differentiate between narrative and poetic forms.

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Essential Questions	Explain why it's important to understand the structure of a story? Why is it important to study the themes we find in stories?
Primary Resources	Fiction or Nonfiction? Fiction and Nonfiction Slideshare Types of Nonfiction, Genres in Nonfiction Slideshare Bio Cube Creator Create Your Own Cube – Information-al Articles Scaffolding Summarization with Fishbone Mapping, Comparison and Contrast Guide Reading Modules Lesson Plans: Using the Question-Answer Relationships (QAR) strategy
Essential Vocabulary	five parts of the plot - initiating event, rising action, climax (turning point), falling action, resolution narrative nonfiction - writing that reads much like fiction, except that the characters, setting, and plot are real rather than imaginary; examples, autobiographies, biographies, personal essays, memoirs theme - the message/moral/lesson the author wants us to understand from the story

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Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.6a (Text Features)	The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
Essential Knowledge/Skills/Understandings	To be successful with this standard, students are expected to <ul style="list-style-type: none"> - pose questions prior to and during the reading process based on text structures, such as: <ul style="list-style-type: none"> ● boldface and/or italics type; ● type set in color; ● vocabulary; ● graphics or photographs; and ● headings and subheadings. All students should <ul style="list-style-type: none"> - use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning

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	of unfamiliar and technical vocabulary
Essential Questions	Why are text features so important?
Primary Resources	Extra! Extra! Read All About It! Understand-ing Nonfiction Text Text Structure/ Features Activities Print Features Nonfiction Text Features Reading Modules Lesson Plans: Using text structure to determine organizational patterns Lesson Skill: Understanding text features ESS
Essential Vocabulary	text structure - the way the author organizes his writing; examples: sequence, chronological, compare and contrast, problem-solution, cause and effect, description, main idea and details, spatial, generalization signals - transitional words and phrases that signal the author’s organizational pattern

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Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.6j	The student will read and demonstrate comprehension of a variety of nonfiction texts. (j) identify the author’s organizational pattern.
Essential Knowledge/Skills/Understandings	To be successful with this standard, students are expected to <ul style="list-style-type: none"> - identify common patterns of organizing text including: <ul style="list-style-type: none"> ● chronological or sequential; ● comparison/contrast; ● cause and effect; ● problem-solution; and ● generalization or principle.

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	<p>All students should</p> <ul style="list-style-type: none"> - read in order to gather, organize, and synthesize information for written and oral presentations.
Essential Questions	<p>Why is information organized in different ways? Why is it important to understand what a sequence of events is?</p>
Primary Resources	<p>Discovery Education: Problems and Solutions Scholastic News Top Story QUIA Cause and Effect Jeopardy Game #1 QUIA Cause and Effect Rags to Riches Game Compare and Contrast Interactive Power Point Lesson Reading Modules Lesson Plans: Identifying words and phrases that signal organizational pattern Using text structure to determine organizational pattern Identifying signal words text structures in nonfiction Lesson Skill: Identifying nonfiction text structures ESS.</p>
Essential Vocabulary	<p>generalization - a statement (or rule) made about a whole group - a conclusion you draw about a whole group of people or things - something you apply to many situations text structure - the way the author organizes his writing; examples: sequence, chronological, compare and contrast, problem-solution, cause and effect, description, main idea and details, spatial, generalization signals - transitional words and phrases that signal the author's organizational pattern</p>

Marking Period: 1

Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.5k	<p>The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>(k) Identify transitional words and phrases that signal an author's organizational pattern.</p>
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> - identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information.

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	<p>All students should</p> <ul style="list-style-type: none"> - recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone
Essential Questions	Why are transitional words so important?
Primary Resources	<p>Understanding Text Structure Text Structure Practice Text Structure Jeopardy Understand-ing Text Structure Powerpoint Text Structures Power Point Prompts Reading Modules Lesson Plans: Using the Question-Answer Relationships (QAR) strategy Reading Modules Lesson Plans: Identifying words and phrases that signal pattern Identifying signal words and organizational patterns in fiction Lesson Skill: Identifying nonfiction text structures ESS.</p>
Essential Vocabulary	<p>word choice - the vocabulary an author thoughtfully and specifically chooses to use to create specific meaning and tone style - a manner of writing that involves how something is said rather than what is said; for example, an author may use a humorous tone and realistic dialogue voice - the particular style of an author’s writing</p>

Marking Period: 2

Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.4c	<p>The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.</p> <p>(c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p>
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Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> - use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning. - use context clues to determine meanings of unfamiliar words in text, such as: <ul style="list-style-type: none"> ● examples; ● restatements; and ● contrast. <p>All students should</p> <ul style="list-style-type: none"> - recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate.
Essential Questions	Why is it important to understand how to use context?
Primary Resources	<p>Lesson Skill: Using context clues ESS Lesson Skill: Predicting the meaning of unfamiliar words in a text ESS.</p>
Essential Vocabulary	sentence structure - refers to the length and types of sentences used in a work

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Reporting Category/Strand: Reading

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SOL 6.4e	The student will read and learn the meanings of unfamiliar words and phrases within authentic texts. (e) Use word-reference materials.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> - consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. - determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content. <p>All students should</p> <ul style="list-style-type: none"> - recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate.
Essential Questions	<p>Why is it important to understand and be able to use all the parts of a dictionary/thesaurus entry? Why is it important to learn about connotation?</p>
Primary Resources	<p>Lesson Skill: Understanding connotation ESS Reading Module Lesson Plans: Learning vocabulary by using reference materials Lesson Skill: Learning vocabulary by using reference materials ESS</p>
Essential Vocabulary	No new vocabulary introduced

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<p>SOL 6.5a</p>	<p>The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. (a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> - understand setting as time and place. - understand plot as: <ul style="list-style-type: none"> ● the development of the central conflict and resolution; ● the sequence of events in the story; and ● the writer’s map for what happens, how it happens, to whom it happens, and when it happens. - understand that character traits are revealed by: <ul style="list-style-type: none"> ● what a character says; ● what a character thinks; ● what a character does; and ● how other characters respond to the character. - determine a central idea or theme of a fictional text and how it is developed through specific details. - understand internal and external conflicts in stories, including: <ul style="list-style-type: none"> ● internal conflicts within characters; ● external conflicts between characters; and ● changes in characters as a result of conflicts and resolutions in the plot. - describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution. <p>All students should</p> <ul style="list-style-type: none"> - identify and define the elements of narrative structure. - understand that fiction includes a variety of genres, including short story, novel, and drama
<p>Essential Questions</p>	<p>When we read about characters in a story, how does it affect us? cause us to do?</p>
<p>Primary Resources</p>	<p>Reading Modules Lesson Plans: Elements-of-Narrative Skills: 1 Identifying and understanding character traits Identifying and categorizing character traits Identifying and illustrating character traits Identifying character traits</p>

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	<p>Identifying direct and indirect characterization Understanding indirect characterization Identifying types of conflict Identifying internal and external conflict Identifying elements of plot structure Understanding theme Appreciating setting through visualization Lesson Skill: Identifying elements of plot structure ESS Lesson Skill: Identifying types of conflict ESS Lesson Skill: Identifying internal and external conflict ESS Lesson Skill: Understanding theme ESS Lesson Skill: Identifying and understanding character traits ESS Lesson Skill: Identifying and categorizing character traits ESS Lesson Skill: Identifying and illustrating character traits ESS Lesson Skill: Identifying direct and indirect characterization ESS Lesson Skill: Understanding indirect characterization ESS Lesson Skill: Identifying viewpoint and theme ESS.</p>
<p>Essential Vocabulary</p>	<p>internal conflict - a conflict inside a character’s mind or heart external conflict - a conflict between a character and a force outside that character, such as another character, nature, or society visualization - the images you create in your mind direct characterization - the writer may make direct comments about a character through the voice of the narrator indirect characterization - the writer may describe the character’s physical appearance, present the character’s own thoughts, speech, and actions, or present the thoughts, speech, and actions of others characters</p>

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SOL 6.5b	To be successful with this standard, students are expected to (b) Make, confirm, and revise predictions.
Essential Knowledge/Skills/Understandings	All students should - Make, confirm, and revise predictions.
Essential Questions	Why is it important to predict? to confirm? to revise our predictions?
Primary Resources	Reading Modules : Making, confirming, or revising predictions lesson plan Making predictions, generalizations, and inferences lesson plan Predicting outcomes, making connections, and inferring lesson plans
Essential Vocabulary	No new vocabulary introduced

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SOL 6.5d	To be successful with this standard, students are expected to (d) Describe cause and effect relationships and their impact on plot.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> - determine a central idea or theme of a fictional text and how it is developed through specific details. - describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.
Essential Questions	Why is it important to understand cause and effect?
Primary Resources	Reading Modules Lesson Plans: Understanding the impact of cause-effect relationships Lesson Skill: Understanding the impact of cause-effect relationships ESS
Essential Vocabulary	No new vocabulary introduced

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SOL 6.5g	To be successful with this standard, students are expected to (g) Explain how character and plot development are used in a selection to support a central conflict or story line.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> - analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). - analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	Why is it important to understand how characters and plot grow and change?
Primary Resources	
Essential Vocabulary	elaborate - add details and explanations analyze - break into parts and examine carefully

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Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.5c	To be successful with this standard, students are expected to c) Describe how word choice and imagery contribute to the meaning of a text.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none">- notice an author’s craft, including use of :<ul style="list-style-type: none">● language patterns;● sentence variety;● vocabulary;● imagery; and● figurative language- recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.

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	<ul style="list-style-type: none"> - recognize an author’s choice of words and images. - describe how the author uses keywords and images to craft a message and create characters.
Essential Questions	<p>How does word choice affect meaning? Why is poetry a powerful form of expression? How might people differ in their understanding of imagery?</p>
Primary Resources	<p>Reading Modules Lesson Plans: Questioning and making connections Lesson Skill: Describing the impact of visual imagery and poetic devices ESS Poetry Skill: Using word choice and imagery to aid comprehension.</p>
Essential Vocabulary	<p>figurative language - words are used in an imaginative, creative way to express ideas that are not literally true literal language- language that says exactly what it means imagery - words and phrases that appeal to a reader’s five senses; writers use sensory details to help the reader imagine how things look, feel, smell, sound, and taste</p>

Marking Period: 3

Days: Ongoing

Reporting Category/Strand:

SOL 6.4d, 6.5j	<p>To be successful with this standard, students are expected to</p> <p>(d) Identify and analyze figurative language.</p> <p>(j) Identify and analyze the author’s use of figurative language.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> - identify figurative language in text, including: \simile – figures of speech that use the words like or as to make comparisons;

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	<p>hyperbole – intentionally exaggerated figures of speech; and metaphor – a comparison equating two or more unlike things without using “like” or “as.” - understand that imagery and figurative language enrich texts.</p>
Essential Questions	<p>Why is it important for us to understand figurative language? What is the difference in figurative language and literal language as to how it impacts the reader/listener?</p>
Primary Resources	<p>Reading Modules Lesson Plans: Identifying figurative language and imagery Evaluating and creating figurative language Identifying onomatopoeia Identifying similes Recognizing and explaining use of figurative language Identifying personification</p>
Essential Vocabulary	<p>simile - figures of speech that use the words like or as to make comparisons; hyperbole - intentionally exaggerated figures of speech; and metaphor- a comparison equating two or more unlike things without using “like” or “as.” understand that imagery and figurative language enrich texts. onomatopoeia - words that sound like what they describe personification - gives human qualities to an animal, object, or idea alliteration - a phrase containing two or more words with the same beginning sound (Peter Piper picked a peck of pickled peppers.)</p>

Marking Period: 3

Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.5f, 6.6e	<p>To be successful with this standard, students are expected to</p> <p>f) Use information in the text to draw conclusions and make inferences.</p> <p>e) Draw conclusions and make inferences based on explicit and implied information.</p>
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Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> - recognize that prior or background knowledge assists in making connections to the text. - give evidence from the text to support conclusions. - comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization. - read beyond the printed text to understand the message stated or implied by an author.
Essential Questions	Why is it important to learn how to draw conclusions and make inferences?
Primary Resources	<p>Reading Modules Lesson Plans: Making inferences Making predictions, generalizations, and inferences Predicting outcomes, making connections, and inferring Drawing conclusions and making predictions Lesson Skill: Making inferences ESS.</p>
Essential Vocabulary	<p>implicit - information provided in clues so you need to figure out the information for yourself explicit - information that is clear and obvious as you read it; ex., “It is raining outside.” means it is raining outside.</p>

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SOL 6.5 h, i	To be successful with this standard, students are expected to h) Identify the main idea. (i) Identify and summarize details
Essential Knowledge/Skills/Understandings	All students should - identify the main idea. - identify and summarize details
Essential Questions	Why is it important to summarize? Why is it important to note details?
Primary Resources	Reading Modules Lesson Plans: Identifying the main idea Lesson Skill: Summarizing fiction Lesson Skill: Selecting evidence to support the main idea ESS Lesson Skill: Summarizing and selecting details to support conclusions ESS Lesson Skill: Summarizing information ESS.
Essential Vocabulary	No new vocabulary introduced

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SOL 6.6b	To be successful with this standard, students are expected to (b) Use prior knowledge and build additional background knowledge as context for new learning.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> - activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> ● small-group or whole-class discussion; ● anticipation guides; and ● preview of key vocabulary
Essential Questions	Why is it important to think about what you already know about a subject before you read about it?
Primary Resources	
Essential Vocabulary	No new vocabulary introduced

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Reporting Category/Strand: Reading

SOL 6.6c	To be successful with this standard, students are expected to (c) Identify questions to be answered.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● pose questions prior to and during the reading process based on text structures, such as: <ul style="list-style-type: none"> - boldface and/or italics type; - type set in color; - vocabulary; - graphics or photographs; and - headings and subheadings.
Essential Questions	Why is it important to ask questions? Why is it important to consider different options or points of view?
Primary Resources	Reading Module Lesson Plans: Questioning and making connections Using the Question-Answer Relationships (QAR) strategy Framing questions about the text Lesson Skill: Framing questions about the text ESS.
Essential Vocabulary	No new vocabulary introduced

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SOL 6.6i	To be successful with this standard, students are expected to (i) Compare and contrast information about one topic, which may be contained in different selections.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> - use graphic organizers to show similarities and differences in the information found in several sources about the same topic. - read in order to gather, organize, and synthesize information for written and oral presentations.
Essential Questions	Why is it important to be able to compare and contrast?
Primary Resources	<u>Lesson Skill: Comparing fiction to nonfiction text ESS.</u>
Essential Vocabulary	No new vocabulary introduced

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SOL 6.6d	To be successful with this standard, students are expected to (d) Make, confirm, or revise predictions.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> - predict and then read to validate or revise the prediction(s). - be strategic before, during, and after reading.
Essential Questions	Why is it important to predict?
Primary Resources	Reading Modules: Making, confirming, or revising predictions lesson plan Lesson Skill: Making, confirming, or revising predictions ESS.
Essential Vocabulary	No new vocabulary introduced

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Reporting Category/Strand: Reading

SOL 6.6f	To be successful with this standard, students are expected to (f) Differentiate between fact and opinion.
Essential Knowledge/Skills/Understandings	All students should - recognize that a fact is something that can be proven, while an opinion is a personal feeling.
Essential Questions	Why is it important to be able to differentiate between fact and opinion?
Primary Resources	Discovery Education Video on Fact and Opinion Reading Module Lesson Plans: Distinguishing fact from opinion Lesson Skill: Distinguishing fact from opinion ESS
Essential Vocabulary	informational text - writing that communicates facts, data, knowledge, or instruction

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Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.6g	To be successful with this standard, students are expected to (g) Identify main idea.
Essential Knowledge/Skills/Understandings	All students should - determine a central idea of a text and recognize how details support that idea.
Essential Questions	Why is it important to be able to determine the main idea?

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Primary Resources	Reading Modules Lesson Plans: Identifying the main idea
Essential Vocabulary	No new vocabulary introduced

Marking Period: 4

Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.6h	To be successful with this standard, students are expected to (h) Summarize supporting details.
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Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> - use strategies and rules for summarizing, such as the following: - delete trivia and redundancy - substitute a general term for a list; and - find or create a main idea statement. - summarize the text without providing a personal opinion. - use graphic organizers to organize and summarize text.
Essential Questions	Why is it important to be able to summarize?
Primary Resources	<p>Webbing Tool Reading Modules Lesson Plans: Selecting evidence to support the main idea Summarizing and selecting details to support conclusions Summarizing information.</p>
Essential Vocabulary	No new vocabulary introduced

Marking Period: 4

Days: Ongoing

Reporting Category/Strand: Reading

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SOL 6.5i	To be successful with this standard, students are expected to (i) Identify and summarize supporting details.
Essential Knowledge/Skills/Understandings	All students should - use strategies for summarizing, such as graphic organizers
Essential Questions	Why is it important to be able to identify and summarize details?
Primary Resources	Reading Modules Lesson Plans: Selecting evidence to support the main idea Summarizing narrative fiction
Essential Vocabulary	No new vocabulary introduced

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Marking Period: 4

Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.4f	To be successful with this standard, students are expected to (f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> - recognize an author’s use and clarification of technical vocabulary. - determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
Essential Questions	
Primary Resources	
Essential Vocabulary	technical vocabulary - vocabulary that is technical and specific to the topic; not general vocabulary

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Marking Period: 5

Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.4, 6.5, 6.6	Re-teaching and Review of SOLS taught Marking Periods 1-4
Essential Knowledge/Skills/Understandings	(Refer to SOL from previous marking periods)
Essential Questions	(Refer to SOL from previous marking periods)
Primary Resources	(Refer to SOL from previous marking periods)
Assessment	(Refer to SOL from previous marking periods)

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Marking Period: 6

Days: Ongoing

Reporting Category/Strand: Reading

SOL 6.4, 6.5, 6.6	Re-teaching and Review of SOLS taught Marking Periods 1-4
Essential Knowledge/Skills/Understandings	(Refer to SOL from previous marking periods)
Essential Questions	(Refer to SOL from previous marking periods)
Primary Resources	(Refer to SOL from previous marking periods)
Assessment	(Refer to SOL from previous marking periods)