**Unit Plan Two**

**M. Skidmore**

**6th Grade Reading**

**Indicators:**

**Acquisition of Vocabulary (AV)**

**AV--A1:  I can define the meaniong of unknown words using context clues, definition clues, restatement clues, and**

**examples clues.**

**AV--B3:.2:  I can discover synonyms and antonyms of words and this can help me understand the meaning of**

**words.**

**Reading Process (RP)**

**RP-A.1:  I can establish a purpose for reading:  to find out, to understand, to interpret, to enjoy, and to solve**

**problems.**

**RP-C6:  I can answer all types of questions: literal (answers directly stated), inferential (answers are inferred),**

**evaluative (I have to make judgements), and synthesizing (I have to combine information to make answer).**

**RP--A9:  I can choose my own reading materials based on personel interests and recommendations.**

**RP--A10:  I can independently read books for various purposes.**

**Reading Appilications: Informational, Technical, Persuasive--(RAT)**

**RAI--B2.1:  I can identify fact and opinion and explain why.**

**RAI--B2.2:  I can identify causes and effects by looking at key words.**

**RAI--B3.1:  I can compare and contrast important details about a topic using different resources.**

**Reading Applications:  Literary Text-(RAL)**

**RAL-A1:  I can analyze, interpret, and understand characters in texts.**

**RAL-C3.5:  I can predict what I think would happen next if the story were to continue.**

**RAL-G7.1:  I can distinguish how an author establishes mood and meaning through word choice, figurative**

**language, and sentence structure.**

**Concepts:**

**context clues   definition clues                restatement clues               example clues**

**synonyms                antonyms                        main ideas                      irony**

**supporting details      fact                            opinion                 cause/effect**

**compare         contrast                        characterization                prediction**

**similes         metaphors                       hyperboles                      idioms**

**personification alliteration**

**Critical Questions:**

**1.  What are different ways I can use to figure out the meaning of an unknown word?**

**2.  What are synonyms and antonyms?**

**3.  What makes a good summary?**

**4.  How do I find the main idea and details to support it?**

**5.  What is the difference between fact and opinion?**

**6.  How do I know what a cause is compared to an effect?**

**7.  What does it mean to compare and contrast a topic?**

**8.  How do authors use figurative language, word choice, and different sentence structures to create mood and meaning?**

**Activities:**

**\*Word webs to instruct and create meaning of vocabulary.**

**\*Word puzzles to reinforce vocabulary meaning.**

**\*Read the book Belle Prater's Boy by Ruth White.**

**\*Response questions to develop understanding of characters, plot, and authors' choice of language and structure.**

**\*Class discussions of author's choices of words to create understanding of characters and plot.**

**\*Worksheets to reinforce learning of facts, opinions, causes and effects, and figurative language.**

**Assessments:**

**Diagnostic--pre-testing knowledge of skills with sample SCA questions**

**Formative--class discussions, response questions, worksheets**

**Summative--final test in the form of an SCA covering topics addressed in the indicators listed above.**