

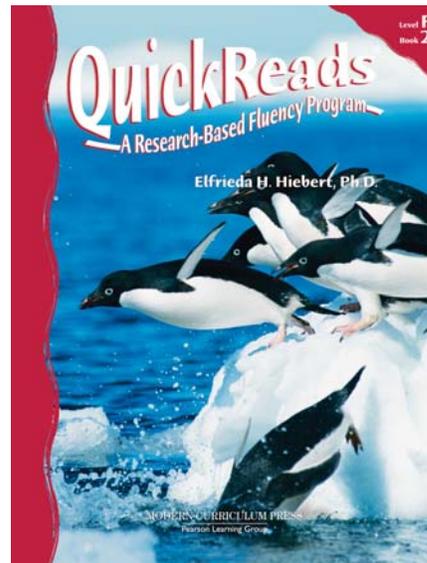
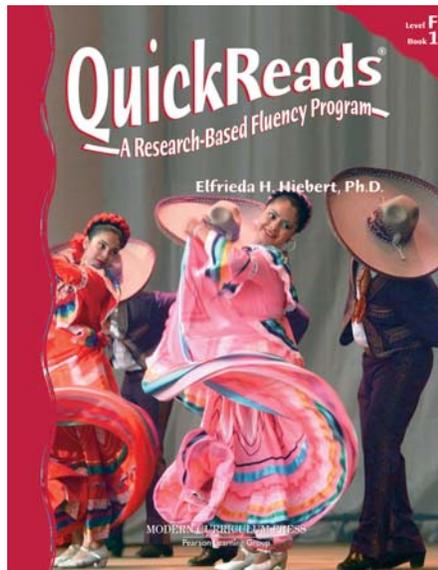
QuickReads Level F



correlated to

Indiana Academic Standards for
English/Language Arts: Reading

Grade 6



QuickReads Level F

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CORRELATED TO THE

INDIANA GR. 6 ACADEMIC STANDARDS FOR ENGLISH / LANGUAGE ARTS: READING

STANDARD 1: READING: Word Recognition, Fluency, and Vocabulary Development

Decoding and Word Recognition

6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

- **QuickReads Level F**

QuickReads, a research-based fluency program, provides a systematic approach to increasing **reading fluency**. The program guides students through multiple readings of short, high-interest nonfiction texts that are designed to be read quickly and meaningfully. Passages in Level F features the 5,000 most frequently used words in school texts for grades 3-9 (from *Word Frequency Book*, Carroll et al., Houghton Mifflin, Boston 1971); 98 percent of the words in the reading passages are a combination of high-frequency words and decodable words (with a grade-appropriate set of phonic/syllabic patterns). The remaining two percent of the words in *QuickReads* are taken from the vocabulary of social studies and science.

The *QuickReads Technology Edition* helps students model correct pronunciation and phrasing. It provides second language support in Spanish for ELL/ESL students. And it allows teachers to quickly and easily track each student's progress on measures such as accuracy, comprehension, and reading rate.

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

SECOND READ (p. 12)

Additional Teaching Options

Following a Model of a Fluent Reading

Using the Audio CD to Model Fluent Reading

Involving the Family in Modeling Fluent Reading

THIRD READ (p. 13)

Additional Teaching Options

Assessing and Recording Reading Speed

Student Edition: Books 1, 2, and 3

Self-Check Graph (p. 96)

Read-Along CDs

QuickReads Technology Edition

Read to Me

Vocabulary and Concept Development

6.1.2 Identify and interpret figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings.
Example: Understand the different meanings of the word *primary* when used in sentences, such as the following: *Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election.* Understand descriptive metaphors, such as *The city lay under a blanket of fog.*

- **QuickReads Level F**

The program provides some activities on multiple meanings of words.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Speeches That Inspire: ... explain that many words have more than one meaning (p. 17).

Constructing a Building: ... explain that some words have multiple meanings (p. 25).

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
Example: Understand foreign words that are often used in English, such as *enchilada* (Spanish), *lasagna* (Italian), and *delicatessen* (German).

- **QuickReads Level F**

The program provides some activities understanding words from other languages.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Symbiosis: ... these passages contain several words that have Greek or Latin roots (p. 19).

Purchasing Power: ... explain some of the ways words from other languages make their way into English (p. 21).

Ancient Greece: ... point out English words that have come from ancient languages (p. 23).

6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

- **QuickReads Level F**

In *QuickReads*, content-area vocabulary words are introduced in the first reading passage, defined in context, and reinforced through repetition. For example, see the word *bacteria* (in Student Book 1, pp. 58-59 & 61), *viruses* (pp. 60-61), and *symbiosis* (pp. 81-89).

Teacher's Resource Manual

The QuickReads Instructional Routine

FIRST READ (p. 11)

Instructional Routine Step #1: "... look for two words that might be new and challenging."

Working with Challenging Words

Noting New Words and Key Ideas

Extension Activities (pp. 17-25)

Vocabulary Support (for example, see p. 20: "... show students how to use context clues to define a new word.")

Student Books 1, 2 & 3

Review (following each topic): Write words that will help you remember what you learned.

Reading Log (pp. 94-95): "New Words I Learned"

6.1.5 Understand and explain slight differences in meaning in related words.
Example: Explain the difference when someone is described as speaking *softly* and when someone is described as speaking *quietly*.

- **QuickReads Level F**

The program provides some activities understanding differences in meaning in related words.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Environmental Disasters: ... determine the difference between *affect* and *effect* (p. 22).

STANDARD 2: READING: Comprehension

Structural Features of Informational and Technical Materials

6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.

Example: Do a keyword search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.

- **QuickReads Level F**

Not featured.

6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.
Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.

- **QuickReads Level D**

Passages in *QuickReads* feature grade-appropriate science and social studies topics. For each topic, students read five related passages that provide in-depth information as the basis for making connections, including compare and contrast activities

Student Books 1, 2 & 3

Celebration Independence: Review (Book 1, p. 49)

Canada Day: 2. Compare how Canada and the United States gained their independence.

Managing Garbage: Review (Book 2, pp. 36-37)

Connecting Ideas: 1. How has the treatment of garbage changed from long ago to now?

The Depression Era: Review (Book 3, p. 37)

Connecting Ideas: 2. Describe two ways in which life in the Depression Era differs from today.

Comprehension and Analysis of Grade-Level-Appropriate Text

6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

Example: Read about another culture in a magazine such as *Crickets* or *National Geographic*. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.

- **QuickReads Level F**

A major focus of the *QuickReads* program is teaching students to identify and connect main ideas in the five related reading

passages for each topic.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Writing Summaries

Connecting Topics

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

FIRST READ (p. 11)

Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.

Goals: Note words and ideas to help [students] remember key points.

Additional Teaching Options

Noting New Words and Key Ideas

SECOND READ (p. 12)

Step #3: Ask students, "What is one thing the author wants you to remember?"

Goals: Identify the key ideas of the passage.

Additional Teaching Options

Identifying the Key Ideas

- Vary the comprehension check by asking, "What is the main idea of this reading?" or "What is the most important thing in this reading?"
- If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas.

THIRD READ (p. 13)

Step #4: Assign the comprehension questions in the Review section to check that students have understood what they have read.

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Suggest that students compare their answers to the Review questions with a classmate.
- Ask students to highlight the sections of the reading they used to answer the questions.
- Ask students to add facts or drawings to the REading Log on pages 94-95 of the Student Editions.
- Have students create a word web with the information they have learned.
- Complete the K-W-L chart that students began during the First Read.

Extension Activities (pp. 17-25)

ESL/ELL Strategy: Summarizing

- American Pioneers (p. 17).
- Managing Garbage (p. 20).
- Beneath the Ocean's Surface (p. 21).
- World War II (p. 24)

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

Topic Reviews: Multiple-choice and short answer comprehension questions on main ideas of the five passages.

Topic Reviews: Connect Your Ideas

6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.

• **QuickReads Level F**

QuickReads fosters the use of several strategies for improving comprehension of informational text, including note-taking, summarizing, and using graphic organizers.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Writing Summaries

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

FIRST READ (p. 11)

Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.

Additional Teaching Options

Building on Prior Knowledge

- Create a word web with the topic in the center and what students know in the surrounding circles. (The same technique can be used as a post-reading activity.)

- Discuss what [students] see in the photograph or illustration opposite the passage.
 - Construct a K-W-L chart that lists what students know and want to know about the topic...
- Noting New Words and Key Ideas
- Use different graphic organizers to vary students' ways of organizing information
 - Invite students to share their graphic organizer with a classmate to see what information is the same and what is different.

THIRD READ (p. 13)

Additional Teaching Options

Checking Understanding

- Ask students to highlight or underline the sections of the reading they used to answer the questions.
- Ask students to add facts or drawings to the Reading Log on pages 94-95.
- Have students create a word web with the information they have learned.
- Complete the K-W-L chart that students began during the First Read.

Extension Activities (pp. 17-25)

Vocabulary Support: Discuss the words students identified when they scanned the text (pp. 17-25).

Building Content Knowledge: Have students cut out or trace illustrations... (p. 18).

ESL/ELL Strategy: Organizing Information (pp. 18, 20, 23)

ESL/ELL Strategy: Note-taking (p. 22)

ESL/ELL Strategy: Using Manipulatives (pp. 19, 25)

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

- 6.2.5 Follow multiple-step instructions for preparing applications.
Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization.

- **QuickReads Level F**
Not featured.

Expository (Informational) Critique

- 6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.
Example: In reading *Amelia Earhart: Courage in the Sky* by Mona Kerby, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that she presents.

- **QuickReads Level F**
Not featured.

- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.
Example: Read some of the 28 poems in Lee Bennett Hopkins' *Been to Yesterdays: Poems of Life*, and draw conclusions about what the poet is saying about his experiences in the middle school years. Describe Leonardo da Vinci's greatest achievements, after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.

- **QuickReads Level F**
The program provides several opportunities for students to analyze information in order to make reasonable statements and conclusions about a text. See representative citations below.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Connecting Topics

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

THIRD READ (p. 13)

Connecting Ideas

- Discuss the Connect Your Ideas questions after students have completed a topic.

Extension Activities (pp. 17-25)

Vocabulary Support: Discuss the words students identified when they scanned the text (pp. 17-25).

Building Content Knowledge: Have students cut out or trace illustrations... (p. 18).

ESL/ELL Strategy: Organizing Information (pp. 18, 20, 23)

ESL/ELL Strategy: Note-taking (p. 22)

ESL/ELL Strategy: Using Manipulatives (pp. 19, 25)

Student Books 1, 2 & 3

Speeches That Inspire: Review (Book 1, pp. 21-23)

The Power of Speech: 2. Why are some speeches powerful?

A Day of Infamy: 2. How did people respond to President Roosevelt's speech?

Connecting Ideas: 1. How did two of the speeches in this topic inspire people?
Connecting Ideas: 2. Why do you think the speakers in this topic wanted to give speeches that inspired people?
Managing Garbage: Review (Book 2, pp. 36-37)
Garbage and the Oceans: 2. How can toxic waste in the oceans harm humans?
Connecting Ideas: 2. Why is managing garbage a problem today?
The Depression Era: Review (Book 3, pp. 36-37)
Low-Cost Entertainment: 2. Why did people need low-cost entertainment during the Great Depression?
Connecting Ideas: 2. How did the Great Depression happen? What was one thing that helped end it?

6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.
Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.

- **QuickReads Level F**
Not featured.