

Chapter 1 : The Teacher's Guide-Free Lesson Plans, Printouts, and Resources for teachers.

This FREEBIE contains anchor charts/ posters for RL.5 Stories, Poems, and Dramas. This freebie serves as an add on pack to compliment my Third Grade Common Core Anchor Chart and Poster Unit.

Indicator Rating Details Materials reviewed for Grade 3 meet the expectation that texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. The majority of texts are at the appropriate quantitative level. Examples of texts that are of the appropriate complexity include the following: Unit 1, Week 2: Yoon and the Jade Bracelet Quantitative: Lexile ; TextEvaluator 20 Qualitative: The level of complexity is appropriate for the grade level. It has clear organization of text structure and easy-to-follow sentence structures. Though there are a few somewhat archaic terms "school yard" and "she sent for her" , they do not impede understanding, and multiple levels of meaning the tiger in the story and the older girl at school are explained for the reader. Throughout the text, students take notes focusing on character, setting, plot, and sequence. During whole group reading, students work with partners to define words with context clues, generate questions, and analyze illustrations. The story centers around relatable topics: Unit 2, Week 2: The Castle on Hester Street Quantitative: Lexile ; TextEvaluator 33 Qualitative: Qualitatively, this text has a high level of complexity, but with appropriate scaffolding, it is appropriate for the grade level. The text structure may be difficult for some students to follow, as the perspective and dialogue alternate between the grandfather and the grandmother. Additionally, the knowledge demands are high, as the experiences portrayed are uncommon to most Grade 3 readers. Students will need background knowledge of the past challenges of Jewish citizens in Russia and the historical process of immigration in the United States. Vocabulary sometimes includes terms that may be unfamiliar such as "matzoh," "boarders," and "Sabbath. The "Access Complex Text" directions in the TE provide instruction for scaffolding that addresses all of the challenges mentioned in the qualitative analysis. During whole group reading, students take notes on story details that relate to the theme. Students talk with partners to analyze illustrations and discuss predictions. Unit 3, Week 2: Lexile ; TextEvaluator 35 Qualitative: This text is moderately complex, and combined with the Lexile level within the Grade complexity band, it is appropriate for Grade 3 readers. With clear organization, language, and sentence structures, students may need some background knowledge of American history, including the Civil War and segregation. Throughout the story, students take notes on causes and effects, visualize events in the story, examine illustrations, make inferences, and interpret idioms and word choices. Unit 4, Week 1: Lexile ; TextEvaluator 26 Qualitative: This text has a moderate level of complexity. While most sentences are moderately complex, some include structures with a higher level of complexity. Vocabulary is mostly contemporary and familiar, but students may struggle with pronouncing character names such as Kuai or expressions such as "Ai yo! Illustrations are necessary for full comprehension. During whole group reading, students work with partners to generate questions and analyze illustrations. Unit 5, Week 1: Clever Jack Takes the Cake Quantitative: Lexile ; TextEvaluator 37 Qualitative: The text structure is chronological and clear, and sentence structures vary from simple to compound and complex. The vocabulary is mostly conventional, with a few background knowledge requirements to understand terms such as "spinning wheel," "threadbare quilt," "pitted ax," "gypsy," and "concertina. During whole group reading, students work with partners to summarize certain events in the story. Unit 6, Week 2: Text structure is chronological and easy to follow. Sentence structures vary, and the language is mostly explicit, with exceptions including dialect "I reckon" and a French phrase. Multiple characters introduced in the story may cause students to struggle. The "Access Complex Text" directions in the TE provide instruction for scaffolding that address some of the challenges mentioned in the qualitative analysis. Throughout the story, students take notes on details that lead them to the theme of the text. During whole group reading, students work with partners to discuss predictions and generate questions. Two texts are near the end of the quantitative grade bands but are appropriate when qualitative measures and reader and task are considered: Unit 1, Week 4: This text is at the lower end of the quantitative grade band at Lexile The text is suited to the tasks, which helps to bolster it to an appropriate level. The text structure is chronological, and

there are few challenging vocabulary terms included. The theme is simple with one point of view “ that of the main character. This text is found at the beginning of the school year which allows students to access grade level text to build to grade-level independent reading proficiency. Unit 6, Week 4: Alligators and Crocodiles, by Gail Gibbons: The quantitative level of this text is above Grade 3 quantitative band at Lexile. The structure of the text, including text in the illustrations, is more complex than is appropriate for Grade 3. Since the tasks focus on the structure and organization of the text, the tasks asked of the reader are also overly complex for Grade 3. However, this text occurs late in the year when students should be better equipped to handle more complex texts. Series of texts should be at a variety of complexity levels appropriate for the grade band.

Chapter 2 : Story Structure Worksheets | Ereading Worksheets

The instructional materials for Reading Wonders Grade 6 partially meet expectations of overall alignment. The materials meet the expectations of Gateway 1. Texts students encounter over the course of the year are of high quality and interest, providing appropriately rigorous questions and tasks to engage students in each grade.

Indicator Rating Details Materials reviewed for Grade 6 meet the expectation that texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. The majority of texts are at the appropriate quantitative level. Examples of texts that are of the appropriate complexity include: Unit 1, Week 4: Into the Volcano Quantitative: Lexile ; Text Evaluator 48 Qualitative: This text has a very complex structure with information displayed in diagrams in various places on the page. The main sections are marked with headings. The text features and graphics are essential in understanding the content of the inner workings of volcanoes. For language features, the vocabulary is sometimes unfamiliar and subject-specific. Many sentences contain clauses and transition words. The purpose is easy to identify. The subject matter is challenging, especially for students who do not live near volcanoes. To help the reader obtain the necessary background knowledge about volcanoes, there is a minute mini lesson called, Introduce the Concept. Students view a photograph of an erupting volcano. Then students participate in a collaborative conversation about the dangers of volcanoes. During the first reading of the text, students fill in a main idea and details graphic organizer. Students use the organizer to help them summarize the text after they complete the reading. Unit 2, Week 1: The Technology of Mesopotamia Quantitative: Lexile ; Text Evaluator 52 Qualitative: The organization of the text is evident with main idea and details. There are headings to help students know what to expect to read about in The Technology of Mesopotamia. The text features and graphics are integral to the understanding the text. The language conventionality is easy to understand. The vocabulary is very complex and subject-specific to Mesopotamia. The purpose of the text is moderately complex and is easy to identify based on the text. The subject matter is complex, since Grade 6 students may be less familiar with Mesopotamia. To assist students in building background for the text, there is a minute mini lesson about early civilizations. Students are introduced to the following vocabulary prior to reading the text: While reading the text, students take notes in a problem and solution graphic organizer. After the first read, students summarize how early inventions helped people solve problems. Unit 3, Week 2: Lizzie Bright and the Buckminster Boy Quantitative: Lexile ; Text Evaluator 49 Qualitative: The text is chronological, but it may be difficult to predict where the plot is going. The conventionality is very complex with figurative language and abstract repetitions of phrases. The vocabulary is moderately complex with some challenging words such as roused, dory, and vastness. The sentence structure is very complex with clauses. There is a minute mini lesson designed to help prepare students to delve into identifying and analyzing the theme. During the first reading of the text, students take notes in a Theme Chart wherein students collect details to help them determine the theme. After the reading, students summarize the most important events in the story. Lexile ; Text Evaluator 63 Qualitative: The graphics supplement the text. The purpose is easy to identify especially when students reach the end of the text. To prepare students for the text, there is a minute mini lesson on building background about people meeting personal challenges. There is also a minute mini lesson to help students learn vocabulary associated with the text. This helps students summarize how Erik met his own personal challenge. After the second reading, students write to the following prompt: The Hero and the Minotaur Quantitative: This text contains complex characters. It contains complex sentence structure such as: The life experiences portrayed are distinctly different from the common reader. To help students gain the background knowledge needed to read the text, there is a minute mini lesson about myths as well as a minute mini lesson on genre. Students learn about heroic exploits brave adventures and myths as stories passed down from generation to generation. During the first reading, students fill in a character, setting, and plot chart. This is used to help students summarize the most important events in the plot. Students also write a response to the following prompt: The Story of Salt Quantitative: The organization is evident with headings provided to hint at the topics. Some vocabulary is unfamiliar with words such as

DOWNLOAD PDF WONDERS SIXTH GRADE GENRES CHART

sodium chloride, ornate, salt domes, and organic. The sentence structure is complex with clauses and transition words. The purpose of the text is moderately complex with subject matter that includes a mix of recognizable ideas and challenging abstract concepts. To prepare students to read about salt, there is a build background minute mini lesson about natural resources. Students learn about commodities and distribution of work. Commodity and distribution are also discussed in a minute vocabulary mini lesson. After reading the text, students summarize the ways that salt has had an impact on different civilizations throughout history. This text has a Lexile of The text structure is accessible to students as the organization is sequential and similar to most expository texts students encounter. The topic of Egyptian pharaohs is sometimes introduced prior to Grade 6, making the text at this higher lexile level more accessible. The reader and task activities support the understanding of the text. The qualitative features elevate these texts to grade level. Little Blog on the Prairie contains shifts from narration to blogs written by the main character. Series of texts should be at a variety of complexity levels appropriate for the grade band.

Chapter 3 : Literary Genres Sixth 6th Grade English Language Arts Standards at I4C

Find this Pin and more on McGraw Hill Wonders Third Grade Reading Resources by Traci F. Reading Genres Poster - I like the concept of this, but the choice of colors is confusing. I think I'll make one for our grade genres that makes a bit more sense.

Chapter 4 : This Year's Daily 5 Anchor Charts - 3rd Grade Thoughts

First grade realistic fiction genre chart. Find this Pin and more on Creating Minions one 8th grader at a time by Erin Schyck. Reading and Writing Charts Our Class Goes On: Art and Writing.

Chapter 5 : Welcome To Sixth Grade Language Arts Class! by Shannon Judah on Prezi

I had posted my Daily 5 Anchor Charts for last year [HERE](#), but wanted to give you a quick follow-up with this year's charts. I don't make them exactly like the book, and you can probably see the differences pretty quickly.

Chapter 6 : Wonders Balanced Literacy Leveled Reader Chart, Grade 2

Sixth Grade (Grade 6) Identifying Genre Questions You can create printable tests and worksheets from these Grade 6 Identifying Genre questions! Select one or more questions using the checkboxes above each question.

Chapter 7 : Comprehensive Elementary Reading Program | ELA/ELD K-5

They need to pick out 1 of each of the following genres: historical, science fiction, myth/fable, mystery, realistic fiction, biography and contemporary and fill out their Genre Chart. Independent Practice.

Chapter 8 : Literary Genres 5th 5th Grade English Language Arts Standards at I4C

The Seven Wonders of the Ancient World has 66 ratings and 18 reviews. Marsha said: I use a variation of the clock appointments with students in my 6th gr.

Chapter 9 : Sixth grade Genres (Reading) Lessonplans, homework, quizzes

We would like to show you a description here but the site won't allow us.