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| **6th Grade Reading** |
| **Standard (Fiction)** | **3.0 items** |
| 6.6 ASummarize the elements of plot development (e.g. rising action, turning point, climax, falling action, denouement) in various works in fiction. Summarize the elements of plot development (rising action, turning point, climax, falling action, denouement)1. Define summary
2. Define plot development
	1. Rising action
	2. Turning point
	3. Climax
	4. Falling action
	5. Denouement
 | 6.6A/ 3.0 Summarize from Chalie Joe Jackson’s Guide to Extra Credit that includes rising action, turning point, climax, falling action and Denouement. |
| **2.0 items** |
| 6.6A/ 2.0 40. Paragraphs 1 through 8 contribute to the plot by--1. Hinting at how Charlie Joe will resolve his problem
2. Describing the qualities that others enjoy about Charlie Joe
3. **Providing the reason for Charlie Joe’s conflict**
4. Establishing Charlie Joe’s discomfort in the setting

6.6A/ 2.0. Why do paragraphs 23 and 24 mark a turning point in the story?1. Charlie Joe’s parents want to get his opinion about going to summer camp.
2. Carlie Joe understands that he should have worked harder in class.
3. Charlie Joe’s parents decide that the summer camp sounds like a good idea.
4. **Charlie Joe recognizes that only he can save his plans for a fun and relaxing summer.**

6.6A/ 2.0 Define summary6.6A/ 2.0 What should a summary include? 6.6A/ 2.0 Define plot development6.6A/ 2.0 What is Rising Action?6.6A/ 2.0 What is Turning Point?6.6A/ 2.0 What is Climax?6.6A/ 2.0 What is Falling Action?6.6A/ 2.0 What is Denouement?\*\*Questions relate to from Charlie Joe Jackson’s Guide to Extra Credit from 2016 release STAAR. |

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| **6th Grade Reading** |
| **Standard (Fiction)** | **3.0 items** |
| 6.8 AExplain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. Explain how authors create meaning1. Using Stylistic elements
2. Using figurative language
3. Using Stylistic elements
4. Using figurative language
	1. Identify Personification
	2. Identify Hyperbole
	3. Identify refrain
 | 6.8A/ 3.0 Give an example of Figurative language6.8A/ 3.0 Explain how it enhances the author's meaning.6.8A/ 3.0 Give an example of Stylistic Elements6.8A/ 3.0 Explain how it enhances the author’s meaning. |
| **2.0 items** |
| 6.8A 2.0 Identify an example of Stylistic Elements in Fiction6.8A 2.0 Identify examples of Figurative Language in Fiction 6.8A 2.0 Define personification6.8A 2.0 Define Hyperbole6.8A 2.0 Define Refrain\*\*Questions relate to from Charlie Joe Jackson’s Guide to Extra Credit from 2016 release STAAR. |

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| **6th Grade Reading**  |
| **Standard (Fiction)**  | **3.0 items** |
| 6.6 Fig. 19 (D)Make inferences about text and use textual evidence to support understanding. A.Make inferences about textB.Make inferences using textual evidenceC.Make inferences to support understanding. A.Make inferences about textB.Make inferences using textual evidenceC.Make inferences to support understanding. 1. Define inference
2. Define text evidence
 | 6.6 Fig. 19D/3.0 What can you infer about how Charlie Joe feels about going to camp?6.6 Fig. 19D/3.0 Identify the specific lines that helped you infer your answer.6.6 Fig. 19D/3.0 It was filled with kids reading and writing and doing other school-type things. There was one kid in a canoe but he was wearing glasses and an oversized life jacket, and he looked like he would have been much happier with a dictionary than a paddle. What inference is Charlie making about the kids attending this camp? |
| **2.0 items** |
| 6.6 Fig. 19D/ 2.0 Which sentence best explains why Charlie Joe’s father considers sending Charlie Joe to camp Rituhbukkee?1. Finally my dad turned around and looked at my mom, who nodded.
2. You’ve never gotten straight A’s in your life.
3. **It would be bad parenting if we just sat here while you threw your talents away.**
4. My dad thumbed through the brochure.

6.6 Fig. 19D/ 2.0 Based on paragraphs 18 and 19, the reader can conclude that Charlie Joe thinks Ms. Ferrell--1. **Does not understand what kinds of activities kids really enjoy**
2. Has found a way that may make his classwork more fun
3. Does not really believe that he can improve his grades
4. Is treating him unfairly by suggesting his attend summer camp.

6.6 Fig. 19D/ 2.0 Define what an inference is…6.6 Fig. 19D/ 2.0 How can you use text evidence to support an answer?\*\*Questions relate to from Charlie Joe Jackson’s Guide to Extra Credit from 2016 release STAAR. |

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| **6th Grade Reading** |
| **Standard (Expository)** | **3.0 items** |
| 6.10(A) Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.Summarize main ideaSummarize supporting detailsIdentify opinionsSummarize main ideaSummarize supporting detailsIdentify opinionsIdentify main ideaIdentify supporting detailsDefine factDefine opinion | 6.10A/ 3.0 What is the passage Five Rings Unbroken mostly about?6.10A/ 3.0 Give 5 factual details to support your main idea. |
| **2.0 items** |
| 6.10 A/ 2.0 Summarize the main idea of the Expository piece6.10 A/ 2.0Justify your answer with supporting details from the text.6.10 A/ 2.0Define opinion6.10 A/ 2.0Define main idea6.10 A/ 2.0Define supporting details6.10 A/ 2.0Define Fact6.10 A/ 2.0 Which sentence from the selection supports the idea that the Olympic rings symbolize each participant’s home county?1. A flag bearing five interlocking colored rings is lifted
2. The symbolic message of unity,, through, remains the same
3. **Each country competing in the games has at least one of the symbol’s colors in it’s national flag**
4. The rings are now shown with three on top and two underneath, whereas originally they were interlocked in a single line.

6.10 A/ 2.0 What is the best summary of paragraphs 3 and 4?1. The International Olympic COmmittee was created by Pierre de Coubertin in 1894. The committee was responsible for selecting the location of the modern Olympic Games.
2. Pierre de Coubertin would be pleased to know that his Olympic symbol is used in the opening ceremony of every Olympics. He served on a committee that supported the modern Olympic Games and approved the Olympic symbol.
3. The International Olympic Committee selected Athens as the site of the first modern Olympic Games. The ancient games were banned in Greece more than 1500 years ago.
4. **Pierre de Coubertin is credited with the creation of the modern Olympic Games. He formed the International Olympic Committee, which selected Athens for the first modern Games in honor of its role as the location of the ancient Olympics.**

6.10 A/ 2.0 Which idea from the selection emphasize the impact the Olympic symbol has had on others?1. The Olympic symbol has five interlocking rings.
2. The Olympic symbol was developed by Coubertin to convey a message of unity.
3. **The Olympic symbol is one of the most widely known logos on earth.**
4. The Olympic symbol was presented to the IOC in 1914.

\*\*Questions relate to Five Rings Unbroken from 2016 release STAAR. |

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| **6th Grade Reading** |
| **Standard (Expository)** | **3.0 items** |
| 6.10(D) Synthesize and make logical connections between ideas within a text and across two or three text representing similar or different genres. SynthesizeMake logical connectionsCompare two or three text across genresSynthesizeMake logical connectionsCompare two or three text across genresSummarize the textIdentify big ideasText to Text connections | 6.10 D/ 3.0 Create venn diagram to compare two articles (find an paired article that includes symbolism) 6.10 D/ 3.0 How do you think Pierre de Coubertin would feel about modern day Olympic ceremonies? Use text evidence to support your answer.  |
| **2.0 items** |
| 6.10D/ 2.0 Find a common connection between the two articles.6.10D/ 2.0 Explain why this connection is significant between the two text. 6.10D/ 2.0 Compare the symbolism in each text and how they are alike and different. \*Find symbolic poem for this question\*6.10D/ 2.0 Write a short summary of Five Rings Unbroken6.10D/ 2.0 Identify the big idea from each text. \*\*Questions relate to Five Rings Unbroken from 2016 release STAAR. |

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| **6th Grade Reading** |
| **Standard (Expository)** | **3.0 items** |
| 6.9 & 6.10 Fig. 19 (D)Make inferences about text and use textual evidence to support understanding. A.Make inferences about textB.Make inferences using textual evidenceC.Make inferences to support understanding. A.Make inferences about textB.Make inferences using textual evidenceC.Make inferences to support understanding. 1. Define inference
2. Define text evidence
 | Fig. 19 D/ 3.0 What inference can you make on why Pierre de Coubertin felt so strongly on the Olympics needed to become a significant event? Support your understanding with evidence from the text.  |
| **2.0 items** |
| Fig. 19 D Bill and Jessica are almost done taking turns choosing the players for their teams. It was Jessica’s turn to choose and Kurt was the only person left. Jessica called Kurt’s name. We can infer that1. **Kurt is not a very good player**
2. Kurt is on Bill’s team
3. Jessica was inconsiderate of Kurt’s feelings
4. Bill, Jessica, Kurt and the other players are playing basketball
5. Kurt is mean.

Fig. 19 D “Larry, as your boss, I must say it has been very interesting working with you, Ms. Valdez said “However, it seems that our company’s needs and your performance style are not well matched. What is Ms. Valdez telling Larry?1. She would feel bad if Larry quit
2. **Larry is being fired**
3. Larry is getting a raise
4. She really enjoyed working with him.
5. Larry had good performance reviews.

Fig. 19 D What is an inference?Fig. 19 D What is text evidence? |