Reading

GRADE 6

Reading Literature

The study of literature is at the heart of English language arts. In Grade 6, students apply their reading skills to interpret and respond to an increasing variety of children's literature in which they encounter characters, experiences, and ideas that can enrich their lives and become a lifelong source of enjoyment.

MATERIALS

Most of the literature that Grade 6 students read has been written for students their age. However, they are often asked to read folk tales and other traditional literature from a variety of cultures. The following suggestions indicate the range of materials Grade 6 students may be expected to read.

◆ short stories (e.g., *Schoolyard Bullies* by Peg Kehret, *A Secret for Two* by Quentin Reynolds, *The Night of the Pomegranate* by Tim Wynne-Jones)

◆ myths, folk tales, and other traditional forms from Aboriginal and other cultures

◆ novels for young people (e.g., *Trapped in Ice* by Eric Walters, *Stormwarning* by Monica Hughes, *A Wrinkle in Time* by Madeleine L'Engle, *Mine for Keeps* by Jean Little, *Double Spell* by Janet Lunn, *Hatchet* by Gary Paulsen, *A Handful of Time* and *The Guests of War Trilogy* by Kit Pearson, *Help! I'm Trapped in Obedience School Again* by Todd Strasser, *The Cay* by Theodore Taylor; *Ellie and the Bunheads* by Sally Warner. See the Educational Resource Aquisition Consortium website at www.bcerac.ca/ and the Ministry of Education website at www.bced.gov.bc.ca/irp_resources/1r/resources/res_main.htm

◆ plays

◆ poetry—including shape poetry; rhymed and free verse; poems about both concrete topics (e.g., nature, animals) and abstract ideas such as friendship or war; and humorous poems such as *The Last Place Sports Poems of Jeremy Bloom* by Gordon Korman and Bernice Korman

◆ humour (e.g., parodies)

In Grade 6, students explore a variety of ways of responding to, interpreting, and analyzing the literature they read. They are frequently asked to:

◆ write response-journal entries or blogs, contribute to WIKIs, or other written format (e.g., quadrant box-feelings, images, senses, connections)
◆ create visual representations (e.g., posters, image banks, storyboards)
◆ write summaries and character profiles
◆ participate in class and small-group discussions, including literature circles
◆ use graphic organizers (e.g., Venn diagrams, plot charts, two- and three-column notes, story maps, story grammar outlines)
◆ read aloud or present poems
◆ participate in role-plays or dramatizations
◆ present oral or written reviews
◆ create new works of their own, modelled on the literature they read
◆ answer comprehension questions based on the story
◆ write in-role as a character in the story; write a dialogue for two characters; create a fictitious interview with a character
◆ write an obituary for the main character
◆ create and respond to questions (e.g., reciprocal questioning)

An independent novel study may include a variety of tasks and assignments such as summaries, character analysis plot and events

Prescribed Learning Outcomes

The BC performance standards for Grade 6 reading literature reflect the following prescribed learning outcomes from Grade 6 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

analyze make-believe and reality in print and non-print materials, including cartoons, children's commercials, animated films, talking books, and dramatizations

PURPOSES (READING & VIEWING)

It is expected that students will:

◆ read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques [B1]

STRATEGIES (READING & VIEWING)

It is expected that students will:

◆ select and use strategies before reading and viewing to develop understanding of text [B5]
◆ select and use strategies during reading and viewing to construct, monitor and confirm meaning [B6]
◆ select and use strategies after reading and viewing to confirm and extend meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

◆ respond to selections they read or view [B8]
◆ read and view to improve and extend thinking [B9]

FEATURES (READING & VIEWING)

It is expected that students will:

◆ explain how structures and features of text work to develop meaning [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 6 Literature

This chart describes the general characteristics of literature suitable for most students in March-April of Grade 6.

LANGUAGE	• generally straightforward, conversational vocabulary • the dialogue in some novels and stories features minor amounts of dialect, but context is usually provided to make the meaning clear • challenging or unusual words are supported by context clues • frequently includes descriptive language to create an effect or mood • stories and novels are often carried by narration, as well as dialogue; there is often considerable description • poetry includes figurative language, including similes and personification; many poems feature strong rhythm and rhyme, although students are expected to read simple free verse as well • variety in sentence structure and length, simple to complex
IDEAS AND ORGANIZATION	• fiction features young protagonists and a great deal of action; relationships are central to many stories and novels • plots often feature suspense, along with some "twists" and surprises, but in end, there is a clear resolution to the story problem • in most novels, each chapter presents a new problem or a new attempt at solving the central problem • narratives generally follow simple time order; there may be some foreshadowing and occasional flashbacks • stories and novels feature an increasing amount of description; setting, mood, and atmosphere are often important • fiction comes from a range of genres, including science fiction, mystery, adventure, humour • selections often feature humour • characters are beginning to show complexity—may be partly "good" and partly "bad," although the "hero" is still easy to identify; the main character of a novel may "improve" (i.e., change behaviour or attitude because of a lesson learned) • selections often feature a clear message • poetry increasingly deals with abstract concepts and is often descriptive (nature is frequently the subject)
GRAPHICS AND FORMAT	• most novels have few or no illustrations • illustrations of stories and poems are intended to enhance the text; they do not provide basic information • type size is typically 10-12 point • novels generally range from 100 to 180 pages in length

Quick Scale: Grade 6 Reading Literature

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT *Note: the snapshot can be used alone as a holistic scale for marking some assignments.*	*With support, the student may be able to read short, simple, and direct selections with familiar language. Work is often vague, incomplete, or inaccurate. May need one-to-one support to complete task.*	*The student is able to read generally straight-forward fiction and poetry and complete most assigned tasks. Work is often inconsistent: parts are accurate and complete; others are vague and incomplete.*	*The student is able to read generally straight-forward fiction and complete assigned tasks independently. Work is generally accurate and complete, with specific references to selection.*	*The student is able to read fiction and poetry with some complex language or ideas. Work is thorough, independent, and shows some insight, with specific, well-chosen evidence. May look for challenges.*
STRATEGIES • comprehension strategies • word skills • knowledge of genres • locating detail	• often does not check for understanding • focuses on sounding out new words; often gives up • unaware of the features of various genres • often guesses rather than rereading to locate specific details	• checks for understanding; may need help choosing strategies • relies on sounding out and context clues • needs some direction to use knowledge of story structure and genres • inefficient in locating details	• checks for understanding; draws on range of strategies • uses range of word skills; may need prompting • uses knowledge of story structure and familiar genres to predict, support • skims and rereads for details	• checks for understanding; chooses effectively from wide range of strategies • uses range of effective word skills; independent • uses knowledge of an increasing range of genres to predict, support • efficiently skims and rereads for details
COMPREHENSION • accuracy, completeness • story elements • relationships • inferences • theme	• work is vague, inaccurate, or incomplete • identifies some main characters and events • may be able to place main events in order; explains some simple cause-effect relationships • makes some simple inferences; often illogical because the student has missed literal information • unable to interpret theme or author's message	• provides accurate information; often vague, sometimes incomplete • identifies most main characters, events, and obvious conflicts; gives some details if asked • explains some relationships among events • makes some simple inferences; little or no support • interprets themes or author's messages simplistically	• clear, complete, and accurate, with specific references to the selection • describes setting, main characters, conflict, and events accurately and in some detail; may use words of the selection • explains relationships among events • makes some logical inferences with support • interprets obvious themes or author's message logically	• thorough and precise, with specific detail • describes setting, characters, conflict, and events accurately and in own words, with relevant detail and interpretation • explains subtle relationships among events; often speculates about other possibilities • makes inferences with insight, support • interprets theme or author's message logically
RESPONSE AND ANALYSIS • connections to experiences and other selections • reactions	• with explicit guidance, may make some simple and obvious connections • offers simple, vague, and unsupported reactions and opinions	• makes some concrete and obvious connections • offers simple and direct reactions and opinions; gives reasons if provided with a frame or model	• makes logical, relatively direct connections • offers reactions and opinions about selections, with some logical support	• makes and supports some insightful connections • offers and supports reactions and opinions; may show some complexity

Rating Scale: Grade 6 Reading Literature

Student achievement in reading literature by March-April of Grade 6 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT *Note: the snapshot can be used alone as a holistic scale for marking some assignments.*	*With support, the student may be able to read short, simple, and direct fiction and poetry selections with familiar language but often struggles to understand, with little success. Work is often vague, incomplete, or inaccurate. May need one-to-one support to complete task.*	*The student is able to read generally straightforward fiction and poetry (as described in the chart on page 170) and complete most assigned tasks. Work is often inconsistent: parts are accurate and complete; others may be vague or incomplete.*
STRATEGIES • comprehension strategies • word skills • knowledge of genres • locating detail	• often focuses strongly on decoding and does not check for understanding; needs one-to-one help to select and use appropriate comprehension strategies • tends to focus on sounding out new words; often becomes frustrated and gives up • may be unaware of the features of various genres or unable to see their relevance for specific tasks (has a limited repertoire of previous reading selections to draw on) • may have difficulty locating specific details needed for a question or activity; often guesses or relies on recall	• checks for understanding; may need specific direction to choose appropriate comprehension strategies for specific problems or features • often relies on sounding out and context for unfamiliar language; if reminded, can also use word structure, illustrations, and dictionaries • needs some direction to use knowledge of story structure and genres to predict, support, and confirm meaning • may have difficulty locating some of the specific details needed for a question or activity; tends to be inefficient, often rereading when skimming would be more appropriate
COMPREHENSION • accuracy, completeness • story elements • relationships • inferences • theme	• most responses to comprehension questions or tasks are vague, inaccurate, or incomplete • identifies some main characters and events; has difficulty providing relevant details (may fixate on minor details, miss key information) • may be able to place main events in order; explains some simple cause-effect relationships • makes some simple inferences about characters' motivations and feelings; these are not always logical, often because the student has missed key information at a literal level • unable to develop a reasonable interpretation of the theme or author's message (because of flaws in literal understanding)	• most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete • identifies most main characters, events, and obvious conflicts; can provide some details if asked, but may rely on vague generalities • explains some relationships among events (e.g., time sequence, direct cause-effect) • makes some simple inferences about characters' feelings, motivations, point of view; may have difficulty providing support • offers simplistic interpretations of theme or author's message, generally in the form of a moral "lesson" (e.g., "always tell the truth")
RESPONSE AND ANALYSIS • connections to experiences and other selections • reactions	• with explicit guidance, may make some simple and obvious connections between the selection and own experiences and feelings • may make some logical connections to other selections with obvious similarities (e.g., two mysteries) if given a frame or model; often has difficulty because of limited repertoire of previous reading experiences • offers simple and often vague reactions and opinions; may be unable to provide logical reasons and explanations	• makes some direct, concrete, and obvious connections between the selection and own experiences and feelings • makes some logical connections to other selections with obvious similarities; with prompting, can provide some evidence • offers simple and direct reactions and opinions about selections; reasons and explanations are often formulaic (i.e., follow an explicit model they have learned or a frame provided by the teacher)

Fully Meets Expectations	Exceeds Expectations
The student is able to read generally straightforward fiction and poetry (as described in the chart on page 170) and complete assigned tasks independently. Work is generally accurate and complete, with specific references to the selection.	*The student is able to read fiction and poetry with some complex language or ideas and can complete assigned tasks independently, thoroughly, and with some insight. Uses specific, relevant evidence from the selection. May look for challenges.*
• checks for understanding; draws on an increasing range of comprehension strategies to deal with specific problems or features of the material (may need occasional reminders) • uses context clues, word structure, illustrations, and classroom resources to figure out unfamiliar words; may need prompting • uses knowledge of story structure and familiar genres to predict, support, and confirm meaning • skims and rereads for details as required	• checks for understanding; makes deliberate and effective choices from a wide range of comprehension strategies to deal with challenging material • independently uses context clues, word structure, illustrations, and classroom resources to figure out unfamiliar words or expressions • uses knowledge of an increasing range of genres to predict, support, and confirm meaning • efficiently skims and rereads for details as required
• responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection • describes setting, main characters, conflict, and events accurately and in some detail; may use the exact words of the selection in places • explains explicit relationships among events (e.g., cause-effect; problem–attempted solution) • makes some logical inferences about characters' feelings, motivations, and point of view; provides support from the selection • offers logical interpretations of more obvious themes or author's message	• responses to comprehension questions or tasks are thorough and precise, incorporating specific detail from the text along with "between the lines" information where appropriate • describes setting, characters, conflict, and events accurately and in own words; provides relevant detail and may offer interpretation where appropriate • explains both explicit and subtle relationships among events (e.g., cause-effect; problem–attempted solution); often speculates about other possibilities • makes inferences; appreciates and articulates characters' point of view, showing insight into motivations, feelings, and relationships; provides support from the selection • offers logical interpretations of the theme or author's message
• makes logical, relatively straightforward connections between the selection and own ideas, beliefs, experiences, and feelings • makes logical connections to key features of other reading or viewing selections (e.g., form, language, characters, or plot) that go beyond the obvious; with direction, can compare themes • offers reactions and opinions about selections, with some logical supporting reasons or examples	• makes some insightful connections between the selection and own ideas, beliefs, experiences, and feelings • makes connections to other selections that show some insight; gives evidence to explain the connections • offers reactions and opinions about selections, with logical supporting reasons or examples; may show some complexity (e.g., identify some positive and some negative features) or develop an opinion with several examples

Sample Task: The Cay—Story Grammar

CONTEXT

As part of a novel study unit, the class reviewed the elements of a novel and discussed how the relationships among events, problems, and solutions are built through the action of a novel. The students read *The Cay* by Theodore Taylor.

The students had been introduced to the roles and procedures for taking part in a literature circle. After each section of the novel, the teacher had students meet in literature circles to discuss the story. Guiding questions were provided to stimulate the discussion.

PROCESS

The teacher provided and reviewed the elements of a story grammar chart. Students were encouraged to describe the feelings of the characters, give opinions, and make personnel connections to the story as they completed the four quadrants: setting, characters, events/problem, solution. The students completed their first draft of the story grammar sheet independently, without any further discussion of the novel.

In addition, the teacher met individually with students, chose a passage from the middle of the book, and asked the student to read orally. The teacher completed a running record and discussed the strategies and approaches the student was using in order to read the text fluently.

Teacher's Observations

The student required support, prompting, and encouragement to complete the task. The student was able to retell only the basic story, relying on a few key events. Comprehension and understanding of the main characters and the problem and interpretation of the author's message was very limited.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ often focuses strongly on decoding and does not check for understanding
- ◆ may have difficulty locating some specific details needed for a question or activity
- ◆ most responses to comprehension questions or tasks are vague, inaccurate, or incomplete
- ◆ identifies some main characters and events; has difficulty providing relevant details
- ◆ may be able to place main events in order; explains some simple cause-effect relationships
- ◆ offers simple and often vague reactions and opinions; may be unable to provide logical reasons and explanations
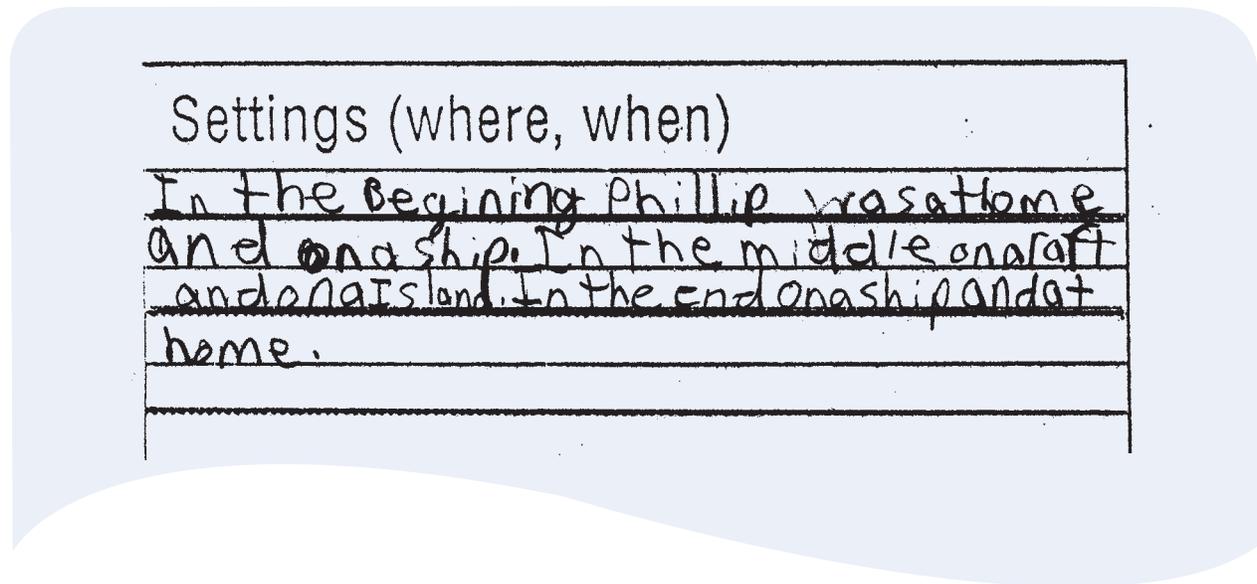
TRANSCRIPT (STORY GRAMMAR CHART)

Settings (where, when)

In the Begining Phillip was at home and on a ship. In the middle on a raft and on a Island. In the end on a ship and at home.

Characters

Timothy is a very stong man.
Phillip has a bad atatdue.
Phillip mother is scared
Phillip Dad is a good worker
Stew cat is nice.
henrik vanBoven is phillip friend

Title

The cay

Problem/Events

Phillip mother and Dad had Been saying that Phillip and his mother are going to go on the Panama. They got on at the panama. Then they when of and at 3.00 pm the panama got torpeadoed and the panama sank and they got on a lafe boat and Phillip Got hit in the head and was in the water.

Then Phillip was picked up by a Black man. The Black man was called Timothy. Then they got on a Island and made a home. Than thay got food a lived there.

Solution

A plane went by and look at the fire and the Help sine. Then he tood the ship and thay when to the Island and found phillip a put him into madidcth and ask a Kole lot of cousens and did not he lef what he said. Then he got home and had 3 oporash on and got kis see back.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student was generally able to read and decode the text but did not check for understanding or choose appropriate comprehension strategies. Responses to the comprehension activity were vague and incomplete.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT		■		
STRATEGIES			■	
COMPREHENSION		■		
ANALYSIS		■		

◆ needs some direction to use knowledge of story structure and genres to predict, support, and confirm meaning

◆ may have difficulty locating some specific details needed for a question or activity

◆ uses context clues, word structure, illustrations, and classroom resources to figure out unfamiliar words

◆ most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete

◆ identifies most main characters, events, and obvious conflicts

◆ explains some relationships among events (e.g., time sequence, direct cause-effect)

◆ makes some simple inferences about characters' motivation and feelings; these are not always logical, often because the student has missed key information at a literal level

◆ offers simple and often vague reactions and opinions; may be unable to provide logical reasons and explanations

Characters

Phillip. After Phillip was reasved he didn't like playing with Henrik van Boven anymore, because after what Phillip has been through. he has machured a lot.
Timothy. Timothy is a stuborn, but kind old man. Although Timothy doesn't know how to read or write he is still very smart.

Settings (where, when)

On the Island of Curaco in phillip's house. Then on the S.S. Hato sailing to the United States with phillip and his mother abored. On the raft with timothy when phillip goes blind. On the mile long and half a mile wide cay that is shaped like a melon in the Carriban Sea in April 1942

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Characters

Phillip, after phillip was reasved he didn't like playing with Henrik vanBoven anymore, because after what phillip has been through he has machured alot.

Timothy, Timothy is a stuborn, but kind old man. Although Timothy doesn't know how to read or write he is still very smart.

Phillip's mom, Phillip mom is a very kind lady. Although she can sometimes be over protective.

Title

The Cay

Problem/Events

The first problem is that the world is at war, and thier are german submarines surrounding curaco, and they don't have anything to fight them with.

The second problem is that Phillip went blind and timothy doesn't know what to do about it.

The third problem is that timothy and phillip get stranded on an island.

Solution

The solution to the first problem is that the war ended.

The solution to the second problem is that when phillip gets recved he has three operations that take place in new york. Phillip did get his sight back but always had to wear glasses.

The solution to the third problem is that Phillip gets recved. But Timothy died in the hurrican. But that's a whole different story.

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student read the selection, using a variety of comprehension strategies to check for understanding. She understood the story and was insightful about the characters and their motivation. She was able to provide her opinion and feelings and make personal connections to the story.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT			■	
STRATEGIES	■		■	
COMPREHENSION	■		■	
ANALYSIS	■		■	

◆ checks for understanding; draws on an increasing range of comprehension strategies to deal with specific problems or features of the material

◆ uses knowledge of story structure and familiar genres to predict, support, and confirm meaning

◆ responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection

◆ describes setting, main characters, conflict, and events accurately and in some detail

◆ explains relationships among events (e.g., cause-effect, problem–attempted solution)

◆ makes some logical inferences about characters' feelings, motivations and point-of-view; provides support from the selection

◆ makes some logical connections between the selection and own ideas, beliefs, experiences and feelings

Problem/Events

It all started when his boat the S.S Hato was torpetoed. Phillip was sent on a raft with a big man he hadn't seen in his life his name was Timothy. They were on the raft days and days but then it just got worse. When the Hato a big piece of plywood fell on Phillips head. So when they were on the raft Phillip woke up from a nap and all he could

Settings (where, when)

The very first setting was back in Willemstad. At the big Queen Emma pontoon bridge where just miles away you could see German subs coming neer. Then it moved to a small cramped raft with only two people it seemed like there were so many more. Phillip and Timothy were extremly excited when they saw the small, abandoned cay just sitting there in the middle of the Carabian Sea. The cay was surronded by bright blue water with lot's of langosta and other vicious animals like sharks or moray eel. Timothy and Phillip made a lot on the island things like a little homely hut and a rain catchment woven tightly together.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Characters

Timothy was an old black man in his lait sevondys. He was very wiery and tierd but he never gave up hope that they would be rescued. He was very tall and very big. He had strong acsent and strong arms. They were very usful for building things they really needed around the cay.

   Phillip was a young twelve year old boy. Like other boys he loved to explore and learn new things. He had long dirty mated hair and was very stubborn. By the way the author wrote the story you could tell he related to his Mom he was racist. From the moment he was on the raft with Timothy you could tell by the way he acted.

Title

The cay

Problem/Events

It all started when his boat the S.S. Hato was torpetoed. Phillip was sent on a raft with a big man he hadn't seen in his life his name was Timothy. They were on the raft days ans days but then it just got worse. When the Hato a big piece of plywood fell on phillips head. So when they were on the raft Phillip woke up from a nap and all he could see was black it must have been like he was floating through space. They were both tremendestly excited when the saw the small lonely cay. They were on that cay for months until Timothy sensed a Hurrican ,something. They got ready and planed for the Hurricane. If I were Phillip at this point all I would want were to go home and see my family and friends. The hurricane came in andthey were ready. Timothy protected Phillip through the whole thing. Just shortly after the hurricane Timothy passed away. Phillip surrvived but wanted to die because he had just come to know Timothy well.

Solution

Phillip stayed on the island a few more months after Timothy died. Phillip had two chances to get off the lonely cay both times he heard airplanes. He ran to the rescue fire and lighted it the first time the plane just passed over him. So phillip thought of what would make the smoke blacker. He came to a conclusion that sea grape would work. If I were Phillip I would feel good because I would have

known that he thought of something Timothy hadn't. The sea grape worked and the next time an airplane passed he ran as fast as he could and lighted the huge fire. But yet the airplane just passed over. If I would be in Phillips place I would feel just like a failure. In a few day Phillip heard a bell and destroyer had come to recve him. He said his goodbyes to Timothy and made sure to get stew cat and he left the island. He went through three operations and got his sight back. If I were Phillip I would feel

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student read the material, checking for understanding and independently using strategies to figure out unknown words. The student showed a clear understanding of the events, problem and solution, and the characters and their feelings. Some responses were insightful. She made personal connections to the story and showed evidence of logically interpreting the author's message.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ checks for understanding; makes deliberate and effective choices from a wide range of comprehension strategies
- ◆ uses knowledge of an increasing range of genres to predict, support, and confirm meaning
- ◆ responses to comprehension questions or tasks are thorough and precise, incorporating specific detail from the text, along with "between the lines" information where appropriate
- ◆ describes setting, characters, conflict, and events accurately and in own words; provides relevant detail and may offer interpretation where appropriate
- ◆ makes inferences, appreciates and articulates character's point of view, showing insight into motivation, feelings, and relationships
- ◆ makes some insightful connections between the selection and own ideas, beliefs, experiences, and feelings
- ◆ offers reactions and opinions about selections with logical supporting reasons or examples; develops an opinion with several examples

Solution

Phillip began to understand Timothy and began to treet like a friend, a person, not a old black mean man as Phillip had thought of him. That things way easier on the Cay. Although Phillip

Settings (where, when)

Phillip, his mom and dad lived in Willemstad, on the island of Curaco. The war was going on there and wasn't safe. Phillip and his mother went on the boat, the Hato to get away from the war. As they were travelling on the Hato, it goy torpedoed. Phillip awoke on a little raft, with an old black man in the middle of the blue Carribean Sea. They found a little Cay and stayed on the warm, sandy, beautiful cay, also known as Devil's mouth. The old black Timothy died after an awful storm. A few months later, a boat came and rescued Phillip and reunited him with his parents.

Characters

Phillip - A little boy, who was about 11 years old and went through a very hard time. This little boy, about the same age as me, was blind and lived on Cay for almost a year with an old black, negro. His mom was rasist, and taking after his mom, so was he.
Timothy - The old, wise, black negro.
Timothy was very wise and tought Phillip to survive on the Cay. This wonderful kind man died from an awful storm during the time they spent in Devil's mouth.
Stew Cat - The littl, fuzzy cat stewcat was the Chef's cat from the Hato.

Title

The Cay

Problem/Events

The war was going and Phillip and his mother had to escape. They where on a boat, the Hato when the boat got torpedoed. Phillip was on a little raft in the warm, blue caribbean Sea. Timothy and stewcat was also with him. The found a little cay, Devil's mouth! Phillip was hit with a piece of timber whan the Hato was hit, which caused him to go blind. It was very hard to survive when you blind, but Phillip was lucky to have Timothy. A bad storm came and Timothy was old and couldn't take it and died. Phillip was alone on this cay. I was once lost at a water park, in a storm all alone. I remeber feeling cold and scared. Phillip'ssituation is worse, but I can imagine feeling alone, and cold like that day at the water slids.

Solution

Phillip began to understand Timothy and began to treet like a friend, a person, not a old black mean man as Phillip had thought of him. That things way easier on the cay. Although Phillip was blind, Timothy taught Phillip to survive when Timothy passed away, Phillip was prepared. Moth's and months on the island, hoping a plane or a scooner would come, a plane came! It sent a boat out and rescued Phillip and stewcat. They took him to a hospital and his mom and dad came to see poor Phillip. Phillip had x rays and tests, Phillip was able to see again.

Reading for Information

Throughout their schooling and in their lives outside of school, students apply their reading skills in order to acquire, organize, and interpret information. These skills are fundamental to their success in a variety of curriculum areas. The ability to deal with technical and reference materials is also essential for success in most careers and in many leisure activities.

MATERIALS

The following suggestions indicate the range of informational material and level of challenge appropriate for students in Grade 6.

◆ Grade 6 textbooks (e.g., science, social studies, mathematics)
◆ non-fiction (e.g., biographies, historical accounts, diaries, specific topics, first person accounts)
◆ articles from magazines, pamphlets, and booklets
◆ newspapers (including articles, editorials, and special features)
◆ popular special interest magazines (e.g., sports and computer magazines)
◆ reference materials (e.g., online and print encyclopedias, Guinness Book of Records, and specialized referenced books for science or social studies)
◆ digital information from various sources (e.g., web sites, blogs, WIKIs)
◆ written instructions for simple procedures
◆ advertising and promotional materials
◆ diagrams and graphs visually portraying concepts or information (often supported by written text)
◆ simple political cartoons

TYPES OF TASKS

In Grade 6, students are expected to perform tasks such as the following as they read, interpret, and analyze information.

◆ make notes in a variety of forms, including graphic organizers (e.g., Venn diagrams, concept maps, charts)
◆ create visual representations (e.g., posters, illustrations, diagrams)
◆ participate in class and small-group discussions and debates
◆ write or present reports based on information from several sources
◆ summarize and paraphrase selections
◆ respond to written or oral questions

- explain why they agree or disagree with information or ideas presented
- create questions about material they have read (e.g., reciprocal questioning; create a quiz for other students)
- create step-by-step instructions for processes they have read about
- use information they have read in performance tasks where they make decisions, solve problems, create new products, dramatize situations

Prescribed Learning Outcomes

The BC performance standards for Grade 6 reading for information reflect the following prescribed learning outcomes from Grade 6 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language [B2]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- select and use strategies before reading and viewing to develop understanding of text [B5]
- select and use strategies during reading and viewing to construct, monitor and confirm meaning [B6]
- select and use strategies after reading and viewing to confirm and extend meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- respond to selections they read or view [B8]
- read and view to improve and extend thinking [B9]

FEATURES (READING & VIEWING)

It is expected that students will:

◆ explain how structures and features of text work to develop
meaning [B11] *Addressing this learning outcome can support
students in using strategies to develop meaning, but in the Reading
Performance Standards they are not asked to explain how they work.*

Grade 6 Informational Materials

This chart describes the general characteristics of informational materials suitable for most students in March-April of Grade 6.

LANGUAGE	• includes specific scientific or technical terms; these are usually highlighted or in boldface type • explains technical vocabulary, usually within the text; may provide a glossary • some repetition of key words and phrases when new concepts are introduced • variety in sentence structure and length, simple to complex
IDEAS AND INFORMATION	• information ranges from specific and concrete to simplified complex ideas • "signal words" make explicit the relationships among ideas (e.g., sequence, cause-effect, main idea–details) • variety of paragraph lengths; however, most are relatively short • titles, headings, and subheadings signal changes in topic • some reference books present concept spreads with an array of related illustrations and text—no intended sequence to the ideas • some information presented in feature boxes and sidebars—not part of the flow of the text
GRAPHICS AND FORMAT	• illustrations and other graphics support and provide content • clear relationships between text and illustrations, often supported with captions or labels • processes are often represented graphically and in words • includes charts, graphs, maps (with legends), or diagrams • type size is typically 12 point or larger • small blocks of text, considerable white space • book sections tend to have specific functions (e.g., table of contents, glossary, unit summaries)

Quick Scale: Grade 6 Reading for Information

This Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT *Note: the snapshot can be used alone as a holistic scale for marking some assignments.*	*With support, the student may be able to read short, simple, and direct material with familiar language and simple graphics. Work is often vague, incomplete, or inaccurate. May need one-to-one support to complete task.*	*The student is able to read generally straight-forward materials, including illustrations and other graphics. Work is often inconsistent: parts are accurate and complete; others are vague, incomplete, and lack detail.*	*The student is able to read straightforward infor-mation and procedures, including illustrations and other graphics, with some specialized language and complex ideas. Work is generally accurate and complete; gives specific references.*	*The student is able to read elaborated infor-mation and procedures, including illustrations and other graphics, with specialized language and complex ideas. Work is thorough, inde-pendent, and efficient, often exceeding require-ments of the task.*
STRATEGIES • comprehension strategies • word skills • predicting • text features • locating detail	• does not check for understanding • tends to sound out new words; often gives up • has difficulty predict-ing content; may guess • needs assistance to use text features • often guesses rather than rereading to locate specific details	• checks for understand-ing; may need help choosing strategies • relies on sounding out and context for new words • makes simple logical pre-dictions about content • may need prompting to use text features • tends to be inefficient in locating details	• checks for understand-ing; draws on a range of strategies • uses range of word skills; may need reminder • makes logical predictions about content; may predict structure • uses text features effectively to preview and locate information • skims, rereads for details	• checks for understand-ing; chooses effectively from a wide range of strategies • uses range of effective word skills; independent • anticipates content and structure • uses text features effectively to preview, locate, organize • efficiently skims and rereads for details
COMPREHENSION • accuracy and completeness • main ideas • details • note-making • inferences	• often inaccurate, vague, incomplete • confuses main and supporting ideas • may identify some rel-evant supporting de-tails; omits a great deal • has difficulty making notes, even with a template • misinterprets literal information	• partially accurate, but may be vague, incomplete • identifies most main ideas; has trouble restating in own words • identifies some relevant supporting details • makes simple notes if given a template • makes some inferences, but these may be illogical	• clear, complete, accurate • accurately identifies main ideas • identifies relevant supporting details • makes accurate notes using simple, logical categories • makes some simple inferences; may be unsupported	• precise, thorough; may be insightful • accurately restates main ideas; may explain how they connect • identifies specific, rel-evant details; thorough • makes accurate, or-ganized notes using effective categories • makes and supports simple inferences
ANALYSIS • connections to other information • reactions	• has difficulty connect-ing new information to prior knowledge (may have little prior knowledge) • reactions or judgments are often vague or unsupported	• makes some simple, obvious connections between new information and prior knowledge • offers some simple reactions or judgments; reasons are often vague	• makes logical connec-tions between new information and prior knowledge and beliefs • offers simple reactions or judgments; reasons may be vague	• compares new information to prior knowledge and beliefs; may show insight • offers reactions or judgments with reasons; may evaluate information

Rating Scale: Grade 6 Reading for Information

Student achievement in reading for information by March-April of Grade 6 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT *Note: the snapshot can be used alone as a holistic scale for marking some assignments.*	*With support, the student is able to read brief, straightforward information and procedural texts with familiar language and simple graphics. Work may be inaccurate or incomplete. Often needs one-to-one support to complete tasks.*	*The student is able to read straightforward information and procedures, including illustrations and other graphics (as described in the chart on page 188) but may have difficulty with specialized language and complex ideas. Work is often inconsistent: parts are accurate and complete; other parts are vague, incomplete, and lack detail.*
STRATEGIES • comprehension strategies • word skills • predicting • text features • locating detail	• often focuses strongly on decoding and does not check for understanding; needs help to select and use appropriate comprehension strategies • tends to sound out new words; may give up easily • has difficulty predicting content; may offer illogical guesses • needs assistance to use text features (e.g., headings, diagrams) • guesses or tries to recall details rather than rereading text to find details needed for a question or activity	• checks understanding and adjusts comprehension strategies if prompted • uses sounding out, context clues, and dictionaries; may not notice word parts in technical or specialized language • makes simple logical predictions about content based on text features and prior knowledge • may need prompting to use text features • can locate some information needed for a question or activity; often incomplete
COMPREHENSION • accuracy and completeness • main ideas • details • note-making • inferences	• responses to comprehension questions or tasks are often inaccurate or based solely on prior knowledge; often vague or incomplete • has difficulty identifying main ideas, distinguishing between main ideas and supporting details • may identify some relevant supporting details; omits a great deal • has difficulty making notes, even when provided with a template or organizer; often omits information or records it in incorrect categories • misinterprets literal information	• most responses to comprehension questions or tasks provide accurate information, but they may be vague, incomplete • identifies most main ideas; often has trouble restating them in own words • identifies relevant supporting details; may miss some • makes simple notes if given a template or organizer; has difficulty choosing own categories • interprets all or most literal information accurately; makes some inferences, but these may be illogical
ANALYSIS • connections to other information	• may have difficulty seeing how new information connects to prior knowledge; prior knowledge may be limited • reactions or judgments are often vague or unsupported	• makes some simple, obvious connections between new information and prior knowledge • offers some simple reactions or judgments; reasons are often vague

Fully Meets Expectations	Exceeds Expectations
The student is able to read straightforward information and procedures, including illustrations and other graphics, that include some specialized language and complex ideas (as described in the chart on page 188). Work is generally accurate and complete, with specific references to selection.	*The student is able to read elaborated information and procedures, including illustrations and other graphics, that include specialized language and complex ideas. Completes assigned tasks independently, thoroughly, and efficiently, often exceeding requirements of the task.*
• checks for understanding; adjusts comprehension strategies to deal with specific problems or features of the material • uses context clues, word structure, graphic clues, glossaries, and dictionaries to figure out unfamiliar words; may have some difficulty with technical or specialized language • makes logical predictions about content based on prior knowledge and text features; may be able to predict structure • uses text features effectively to preview and locate information • rereads and skims to find relevant, specific details to complete questions or activities	• evaluates own understanding; makes deliberate and effective choices about how to approach challenging material • independently uses context clues, word structure, graphic clues, glossaries, and dictionaries to figure out technical and specialized vocabulary • anticipates content and structure by drawing on prior knowledge and text features • uses text features effectively to preview, locate, and organize information • quickly and efficiently finds specific details to complete questions or activities
• responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text • accurately identifies main ideas; may need prompting to restate in own words • identifies relevant supporting details to respond to questions or tasks • makes accurate notes, using simple, logical categories or headings • accurately interprets literal information, including information from graphic features; some inferences may be unsupported by evidence from the text	• responses to comprehension questions are precise and thorough; may be insightful • accurately restates main ideas in own words; may be able to explain some connections between them • identifies specific, relevant details to respond to questions or tasks; detailed and thorough • makes accurate, organized notes by creating categories or headings that reflect all or most of the main ideas or topics • makes simple, logical inferences and interpretations, and provides specific evidence from the text and graphic features if asked
• makes logical connections between new information and ideas and prior knowledge and beliefs about the topic • offers simple reactions or judgments; reasons may be vague	• compares new information and ideas and prior knowledge and beliefs about the topic; may show insight through analysis or explanation • offers reactions or judgments with reasons; may evaluate information in terms of prior knowledge

Sample Task: Article About the United Nations

CONTEXT

Students had studied the role and function of the United Nations. Through various readings, discussion, and assignments, they looked at the history of the UN, how it was formed, its accomplishments, and the role of the UN today.

PROCESS

The students were given an article on the United Nations that outlined the Charter, the Security Council, the Economic and Social Council, the Trusteeship Council, and the International Court of Justice. It also outlined the committees and their focus. The article concluded with some of the challenges that the UN continues to face.

Students independently read the article and then completed two tasks.

- ◆ Explain the UN's job or function.
- ◆ Explain the difficulties and challenges the UN faces, and provide reasons and rationale to explain why it can't accomplish all it set out to.

Students were encouraged to draw examples and support for their perspective from the reading.

NOTE:

This activity provides evidence of comprehension and analysis. It does not provide information about students' use of strategies.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student independently read the article. Responses to the assignment indicated that the student relied primarily on previous discussions and prior knowledge rather than using specific information contained in the article. The responses were vague, incomplete, and unsupported.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ response to comprehension questions or tasks are often inaccurate or based solely on prior knowledge; often vague or incomplete
- ◆ has difficulty distinguishing between main ideas and supporting details
- ◆ locates some relevant supporting details; may omit material or include irrelevant material
- ◆ misinterprets literal information
- ◆ may have difficulty seeing how new information connects to prior knowledge
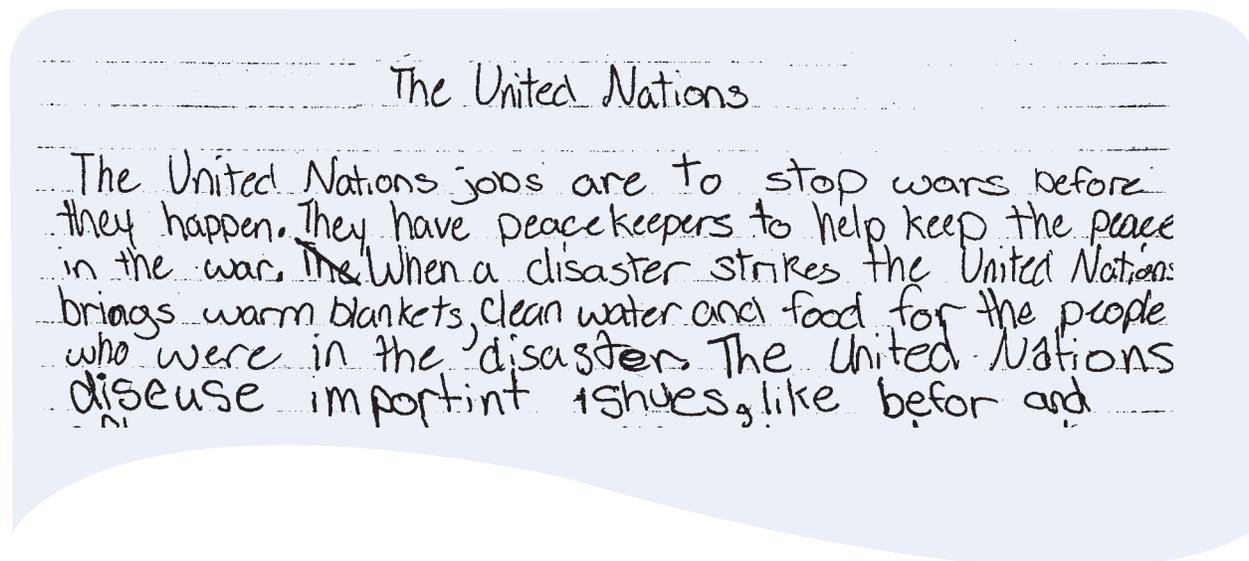
TRANSCRIPT

The United Nations

The United Nations jobs are to stop wars before they happen. They have peacekeepers to help keep the peace in the war. When a disaster strikes the United Nations brings warm blankets, clean water and food for the people who were in the disaster. The United Nations diseuse importint ishues, like befor and after wors, and when places need peacekeeper.

The United Nations jobs are also to help take care of the homeless people. The help make it right for Juwes to live eney were they want.

The United Natuions has to face many problems lik: giving homeless people homes, food for them and helping them out! They also have to face wors and to peacekeep.

Teacher's Observations

The student independently read the article. Responses to the assignment were generally accurate but lacked detail. The student appeared able to restate the main ideas but had some difficulty providing relevant supporting details and missed some key information.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

◆ most responses to comprehension questions or tasks provide accurate information, but they may be vague or incomplete

◆ identifies most main ideas; often has trouble restating them in own words

◆ locates some relevant supporting details; may omit material

◆ interprets all or most literal information accurately

◆ makes some simple, obvious connections between new information and prior knowledge

United Nations.

1.) Question: What does the UN do for the world?

The UN tries to keep the people in our world live in peace, by having committees, they dicuss things like, heath, education and world trade.
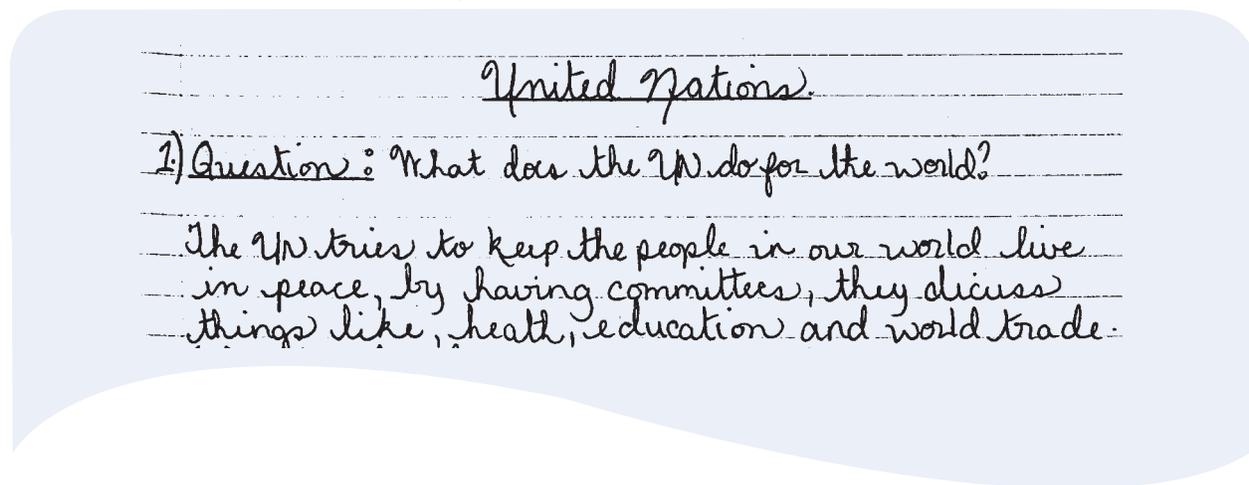
TRANSCRIPT

United Nations

1.) Question: What does the UN do for the world?

The UN tries to keep the people in our world live in peace, by having committees, they discuss things like, health, education, and world trade. The UN also has programs and many organizations.

2.) Question: What are some of the problems the UN face?

One of the UN's biggest problems are preventing wars and helping people to live in peace that is part of the solution.

The former Soviet Union cut its controbution because it couldn't afford them.

The worlds population is growing everyday. Soon there will be three times as many people as there were in 1945. (When the UN was founded)

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student independently read the article and completed the task accurately. The students' response to the task showed accurate understanding of the main ideas and some supporting details, although some important details were omitted. The student made logical connections between the new information in the article and prior knowledge gained from previous lessons.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT			■	
STRATEGIES	■			
COMPREHENSION	■		■	
ANALYSIS	■		■	

- ◆ responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text
- ◆ accurately identifies main ideas; may need prompting to restate in own words
- ◆ locates relevant details; may miss some
- ◆ accurately interprets literal information, including information from graphic features
- ◆ makes logical connections between new information and ideas and prior knowledge and beliefs about the topic

<u>The United Nations</u>

The United Nations are a group of people from all around the world. They help to solve many problems that concern our safety, the world and many peoples lives. Together they fight for peace. But their fighting is different. When the UN wants to solve a problem they gather representatives from the countrys that

The United Nations

The United Nations are a group of people from all around the world. They help to solve many problems that concern our safety, the world and many peoples lives. Together they fight for peace. But their fighting is different. When the UN wants to solve a problem they gather representitives from the countrys that are fighting and have them talk about it.

They also fight to stop things that endanger peoples lives, such as; malnutritron, world hunger, water shortages and much more.

When a disaster strikes the UN always try to help. If a natural disaster occures the group in the UN called Unicef will send all the supplies needed to help the people.

Despite all of the UN's efforts problems still go on in this world. There is war in many countries people are whipped for almost no reason at all, many people go to bed hungry, or some don't have a bed. Rainforests are being kut down right now and people are continuing to pollute the earth. These are only a few of the UN's problems and a hope they will all be solved.

Teacher's Observations

The student completed the tasks thoroughly and completely. The student's response to the questions was well stated, clear, and precise. The student was able to paraphrase the main ideas, provide relevant details as support, and make insightful statements about the topic.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

◆ responses to comprehension questions are precise and thorough; may be insightful

◆ accurately restates main ideas in own words; may be able to explain some connections between them

◆ locates specific, relevant details to respond to questions or tasks

◆ if asked, supports simple inferences and interpretations with specific evidence from the text

◆ compares new information and ideas and prior knowledge and beliefs about the topic; may show insight through analysis or explanation

UN Jobs

The UN does many things to help the world. They try to stop wars, or, even better, keep them from happening. To do this, they have to first get member countries to volunteer soldiers. The soldiers are then sent to the fighting countries to help stop the wars. When they are sent to keep wars from happening, it is called a peacekeeping mission. It may be long and hard, but it saves thousands of lives.

The UN also helps countries in need. They donate food and water to countries experiencing severe famine or drought. They give medicines to countries that don't have any. They send workers to countries to help with certain things. For example, some volunteers helped with the voting process to make Niue, an island in the South Pacific, an independent island.

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The UN has many committees that do different things. The World Health Organization, of course, specializes in health. The International Labour Organization keeps an eye on workers and their working conditions. The International Maritime Organization (IMO) watches ocean shipping.

Some are more technological. For example, the World Meteorological Organization (WMO), which collects weather information. is a very technological organization.

There are many committees for helping developing countries. They include the United Nations Industrial Development Organization (UNIDO). which tries to help developing countries build up manufacturing industries? and the International Fund for Agricultural Development (IFAD), which loans money for agriculture.

UN Limitations

The UN has many problems. One of the biggest is the earth's population growth rate. Soon there will be three times as many people as there was when the UN was founded in 1945. It will be hard to feed, house, and clothe all of these people, and dealing with their pollution will be even more difficult.

Even with the UN's work, police in some countries still torture prisoners into confession. Women are whipped because of their clothing in some countries. In most countries women are paid less than men. Even Canada does the last one.

For the UN itself, having to include employees from every member nation means the offices are crowded, overstaffed, and inefficient. Even worse, in 1982 the U.S. cut its funds to the UN because there was "waste and corruption in the organization." The former Soviet Union also cut their financial support because it couldn't afford them.