



(6th Grade) Roosevelt Middle School

PREPARING FLORIDA CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that **all** students reach their greatest potential.

THESE STANDARDS EMPHASIZE:

- Explicit and systematic phonics instruction
- Critical thinking skills
- A deep respect for literature from historic time periods
- Knowledge building through content-rich texts

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in sixth grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards.

LEARN ABOUT THE SIXTH GRADE STANDARDS

FOUNDATIONAL SKILLS IN SIXTH GRADE:

- Demonstrating an understanding of spoken words, syllables and sounds.
- Knowing and applying strategies to decode/encode (taking words apart/putting words together) multisyllabic words.
- Reading grade-level texts with accuracy, automaticity and appropriate prosody or expression.

ENGLISH LANGUAGE ARTS EXPECTATIONS:

- Cite evidence to explain and justify reasoning.
- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.



TALK TO YOUR CHILD'S TEACHER

Now that your child has reached middle school, he/she should be taking on more responsibility for his/her own learning. Parent/teacher conferences may be led by your student. Look for those conferences to focus on examples of student work. Together, talk about ways this work is successful as well as possible ways your student can continue to learn and grow as a reader and effective communicator.

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY: When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE): Information that is important to understanding a situation or problem; what you already know from experience.

CONTEXT CLUES: Context clues are hints that an author gives to help define a difficult or unusual word within a book. The clue may appear within the same sentence as the word or it may follow in the next sentence. Because most vocabulary is gained through reading, it is important that students are able to recognize and take advantage of context clues.

DECODABLE/DECODING: Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION: Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

HIGH-FREQUENCY WORDS: A small group of words (300-500) that regularly appear in print. Often, they are referred to as "sight words" as students should be able to recognize these words at a glance.

PHONICS: Teaches students how to connect sounds of letters or groups of letters in order to read words.

READING LEVEL: Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly with very few errors.

RHETORIC: The art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people.

RHETORICAL APPEALS: The writing an author uses to appeal to credibility, ethics, moral principles, time, place, logic, reason and/or emotion.

SYSTEMATIC INSTRUCTION: A carefully thought out and planned sequence of instruction.

TEXT FEATURES: The parts of a story or article that are not the main body of the text; includes the title, headings, captions, graphs, maps, glossaries and/or illustrations.

THEME: The underlying message or big idea of a talk, book, film or other work.



Greetings 6th Grade Scholars!!!

Select an on-grade level book and complete ONE activity from the three provided.

Brochure Book Report

Create a brochure about your book. Follow the format described herein. You will be graded on thoroughness and creativity.

You need to demonstrate you have read and understood your book within this brochure. There are six panels (three on each side of a trifold). Each panel should have a heading and have color. Typed brochures are suggested but not required.

Panel One: The Cover

On the front of your brochure, you should include your name and the name of the book, author, and a short sentence about the book. The design on the front cover needs to show the setting of the book.

Panel Two: Characters

List all the characters in the book and include a two to three sentence description of each person. Include pictures of what you think the character should look like based on descriptions in the novel and your interpretation.

Panel Three and Four: Review

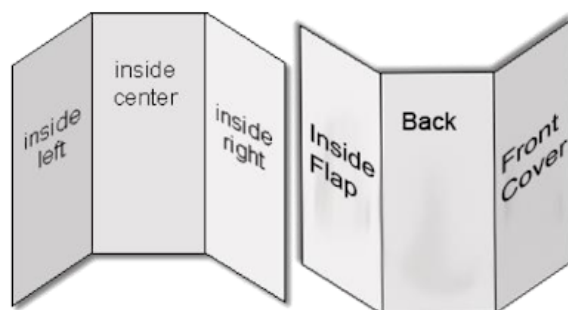
Write a review discussing the plot of the book (exposition, rising action, climax, and falling action). This is where you demonstrate that you read the book. Discuss your opinion of the book—if you would recommend it, why or why not.

Panel Five: Literary Devices

Literary devices surround us in literature but they can be missed if one is not looking for them. Your job is to choose at least seven examples of the following terms and include the sentence and the page number: Alliteration, allusion, hyperbole, simile, metaphor, foreshadowing, imagery, symbolism, onomatopoeia, personification, dialogue, irony, oxymoron, paradox, pun. Illustrate at least three of your examples.

Panel Six: Vocabulary

Reading should expand your vocabulary. Choose then words from your book that are challenging (that you did not know previously). Write the word, part of speech, definition, the sentence from your book including the word, and the page number. Illustrate at least five of the words.



Spend a Day

GUIDELINES

Objective: Students imagine that they are visiting the setting of the book and spending a day with one of the characters. Students describe three activities from their imaginary day and draw an illustration of each.

To help students choose a character as their tour guide, have them first make a list of the characters from the book and briefly describe each one. Students then imagine that they are visiting the setting of the book (this may involve time travel!), where they participate in three activities with the character. What activities do they think the character would choose? Encourage students to think about what there is to do in this place and time period.

Students write a one-page description of each activity. They should include their observations of the setting and their reactions to what they see and do. Encourage students to include some dialogue with their tour guide and any other characters they might meet. Then students draw and color an illustration for each activity and bind their pages together with a cover.

To give students an idea of what kind of activities they might choose, discuss a book you have read as a class. Choose a character as a tour guide, and then brainstorm activities that would lend themselves to an interesting description. You might write a paragraph together describing one of the activities. Challenge children to show aspects of the character's personality in their description. The description should give an impression not just of the activity but also of the time, place, and character.

Fiction

Spend a Day

What if you could spend the day in the setting of your book? Which character would you choose to be your tour guide? For this project, you'll describe three activities that you would do during your visit and draw a picture of each of them.

MATERIALS

lined paper, unlined paper, crayons or colored pencils

DIRECTIONS

DUE DATES
Book approved _____
Book finished _____
Project finished _____

- 1 Find a fictional book that interests you and is at an appropriate reading level for you. Have your book approved by your teacher.

Book Title: _____

Author: _____

- 2 Write a few sentences describing the setting (time and place) of the book.

- 3 List the main characters and write a few sentences describing each one. Use another sheet of paper for additional space.

Name: _____ Date: _____

4 Now look at your character list and circle the character that will be your tour guide.

5 Imagine that this character has planned three activities for you to do. What do you think he or she would choose? Consider the places in the book as well as the time period. Think about activities this character enjoyed in the book. Write three activities on the lines.

1. _____

2. _____

3. _____

6 Write a one-page description of each activity for your rough draft. Describe what you saw and did, as well as your reactions to each activity. You might also include dialogue between you and the character. Did you meet any of the other characters?

7 Draw and color an illustration to go with each activity.

8 Revise your writing, and write a final draft.

9 Add a cover with a title (for example, "My Day With Jo," From *Little Women*). Write your name on the cover, and staple everything together.

Name: _____ Date: _____

Fiction

Spend a Day

Book Title: _____

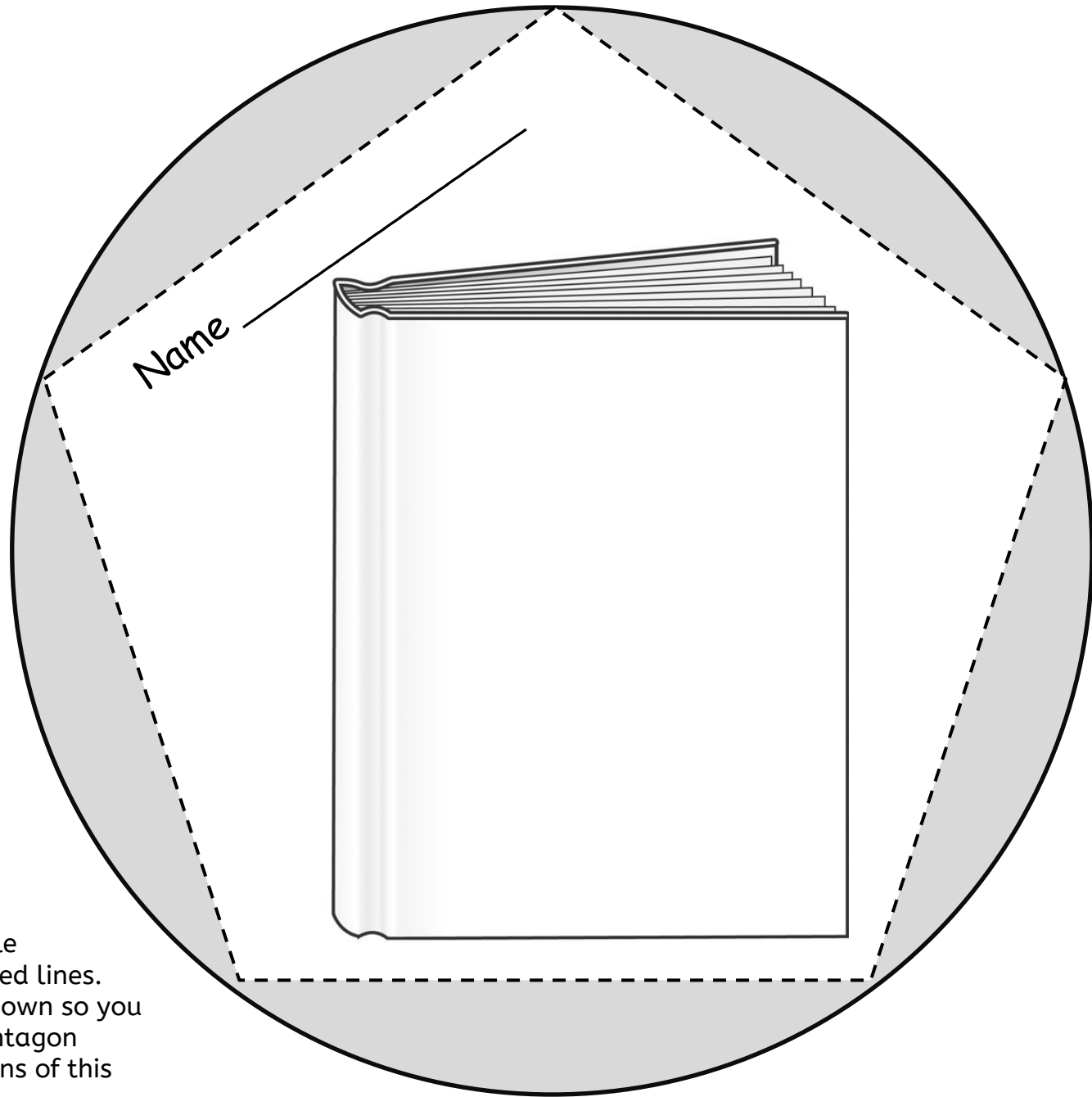
	POSSIBLE POINTS	POINTS EARNED
1 Was your book approved by the due date?	5	
2 Did you hand in your project on time?	10	
3 Did you list and briefly describe the main characters?	10	
4 Did you write a page about each activity?	30	
5 Is your writing thoughtful and interesting?	20	
6 Did you draw an illustration to accompany each activity?	10	
7 Did you make a cover?	5	
8 Are the spelling, punctuation, and grammar correct?	10	

Comments: _____

Face 1 Directions

Decorate the cover.

Write your name, the title of your book, and the name of the author.



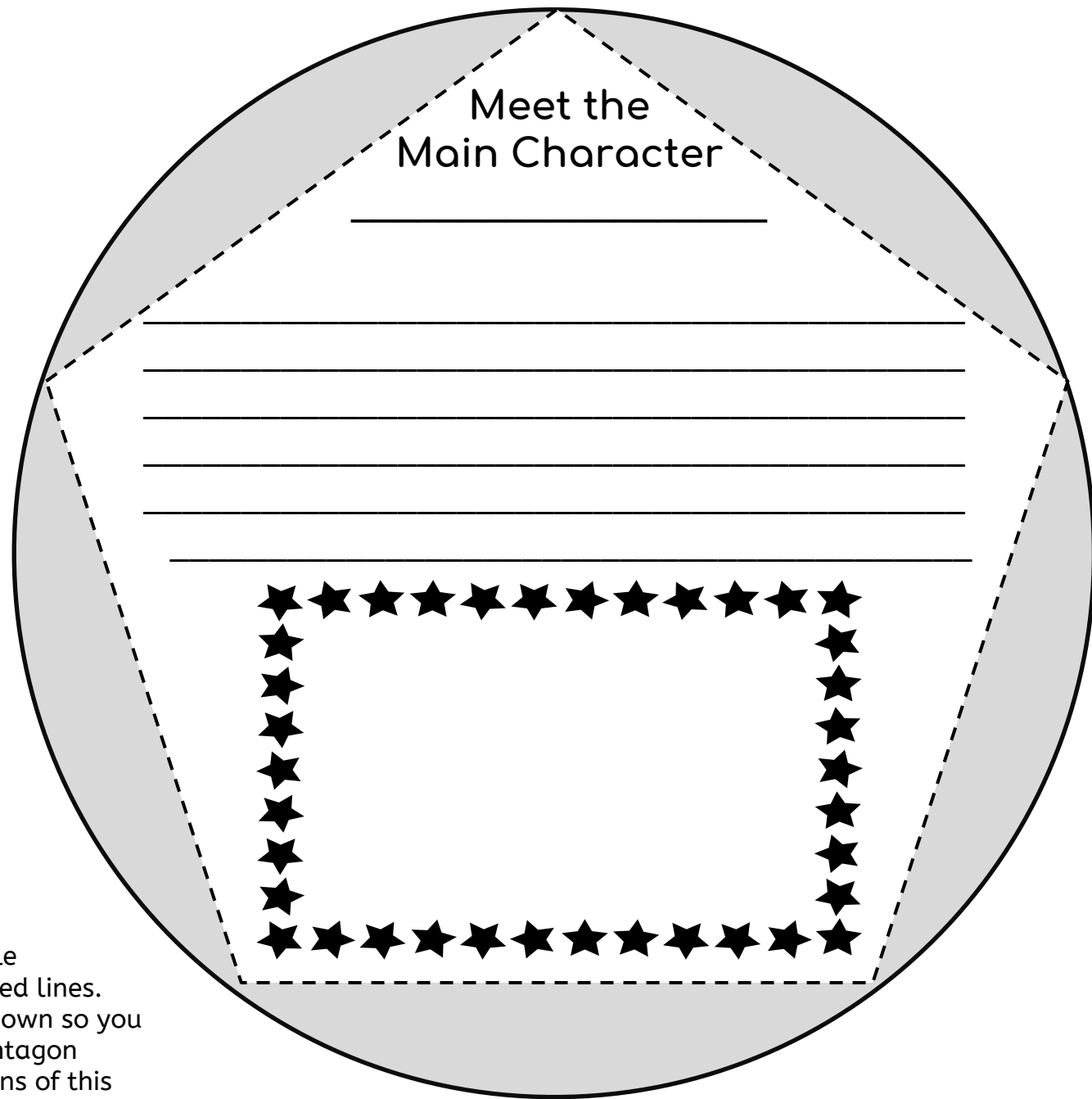
1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

Face 2 Directions

Write the main character's name.

Describe the character:

- What character traits describe the character?
- What is he/she like?
- What does he/she do, say, or think in the story?



1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

Face 3 Directions

Describe the setting of the story:

- Where did most of the action take place?
- When did the story take place?
- Why is the place and time important to the events in the story?

Setting
When and Where did the action take place?

1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

Face 4 Directions

1. Make an inference about how the character felt when something important happened in the story.
2. Use details from the text as evidence to support your inference.
3. I can infer _____ write the name of a character in the first blank.
4. _____ was feeling _____ write how the character was feeling
5. When _____ write about what happened in the story

Make
an Inference

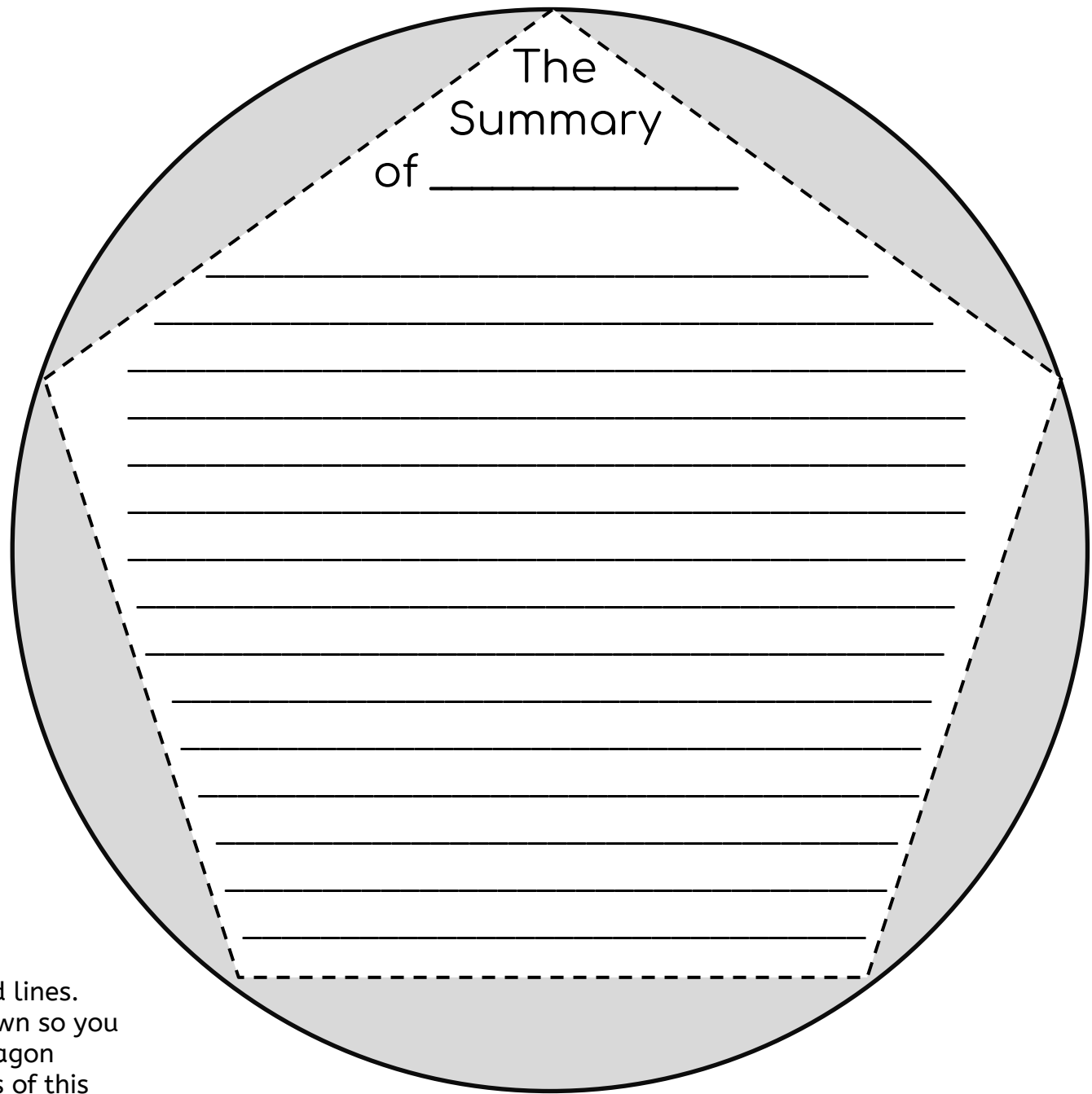
I can infer _____
was feeling _____
when _____

1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

Face 5 Directions

Write a summary of the story (you may use the “Somebody, Wanted, But, So, Then” method).

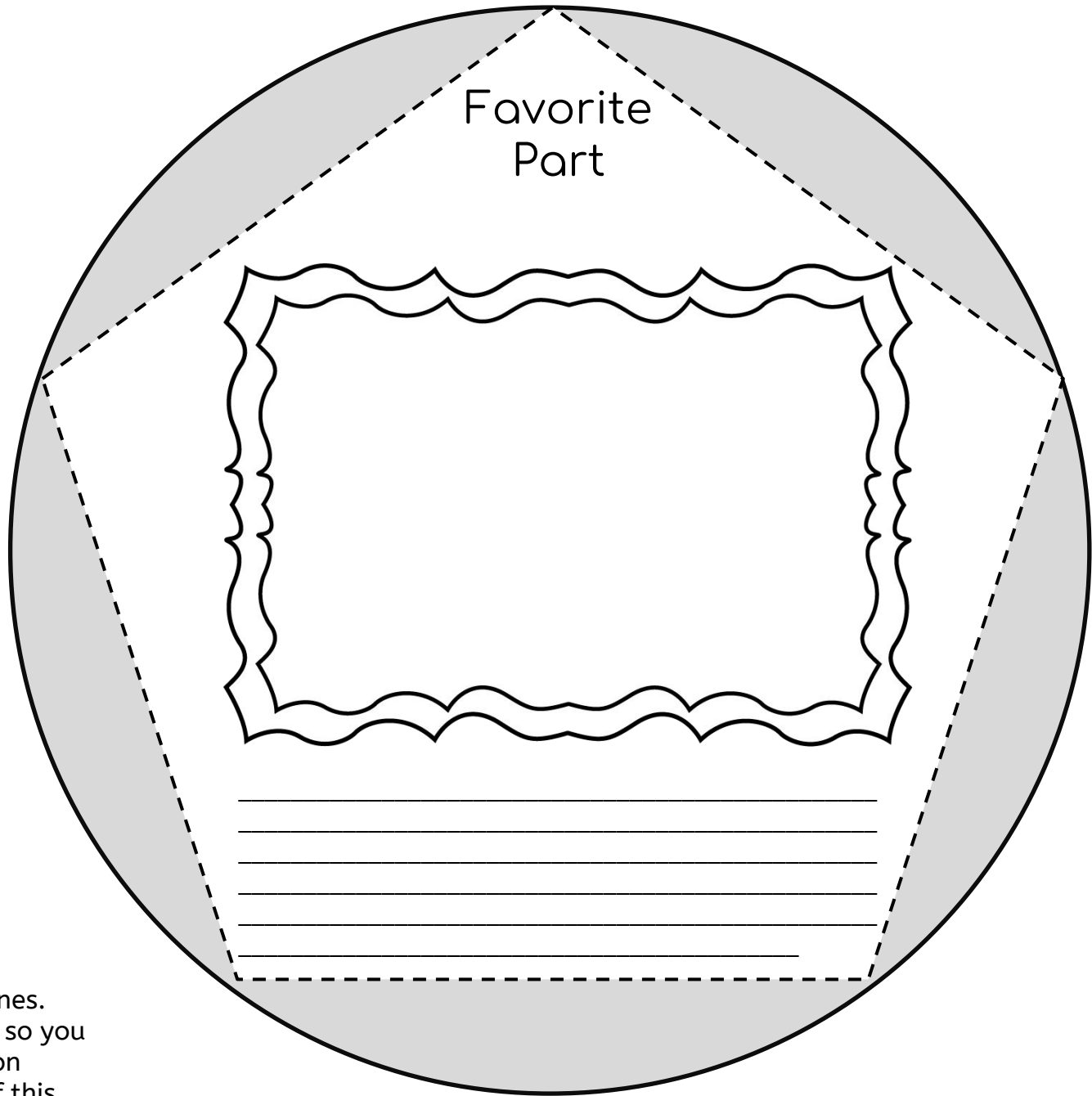
Make sure you explain what happened in the beginning, middle, and end.



1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

Face 6 Directions

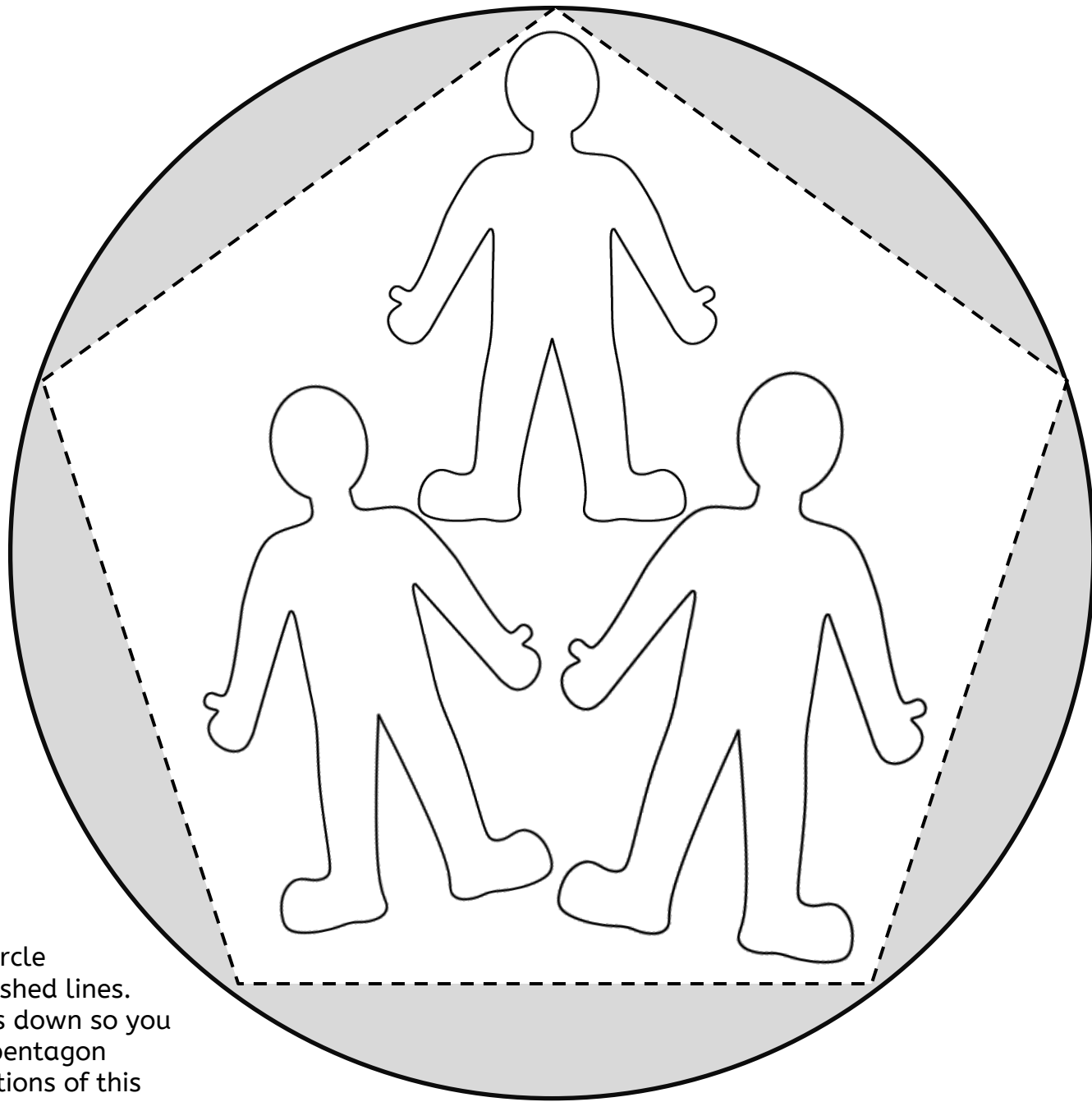
Draw a detailed picture of your favorite part of the story and write a caption.



1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

Face 7 Directions

1. List the names of other important characters in the story
2. Write the 3 character traits of these characters



1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

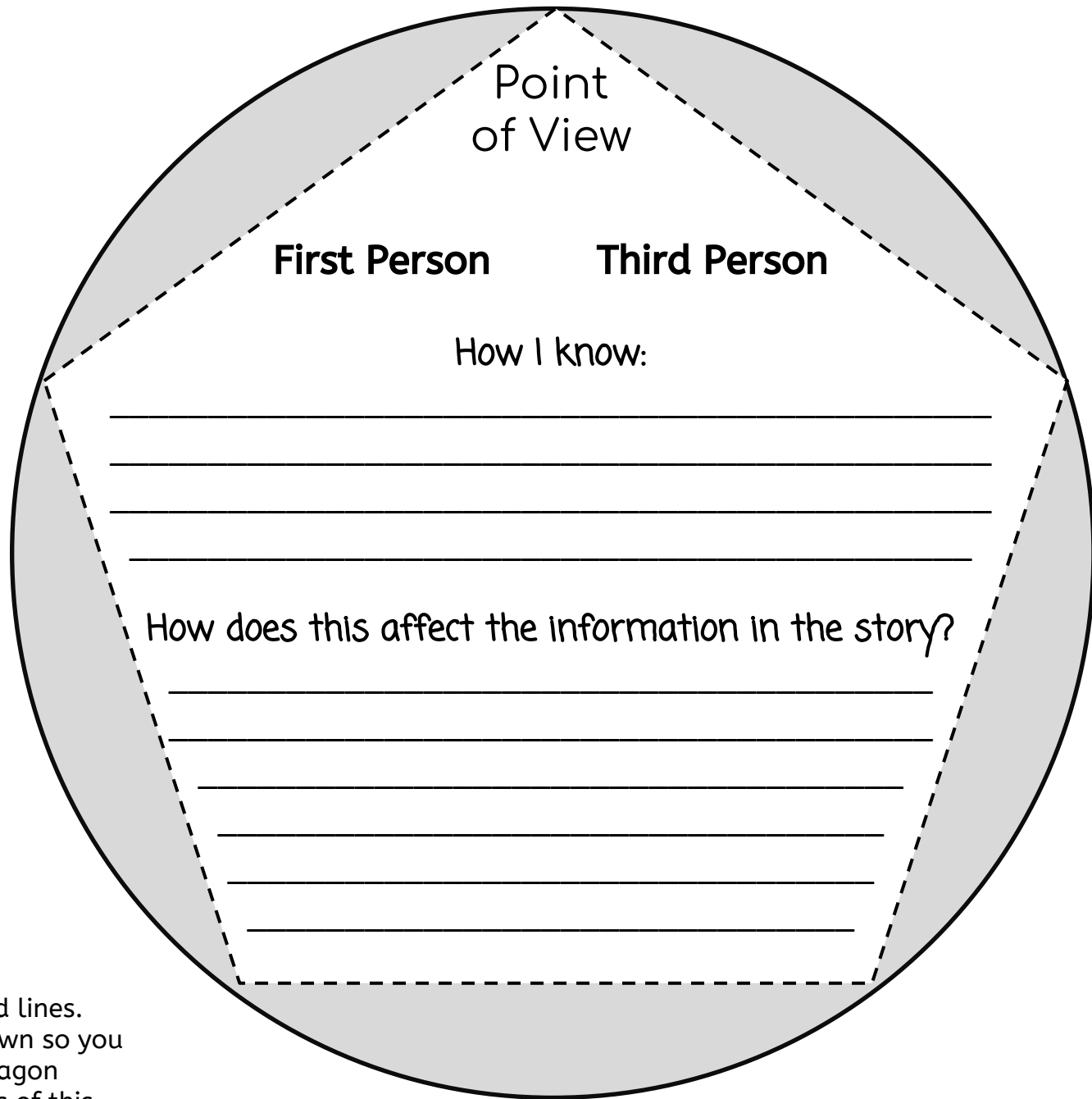
Face 8 Directions

1. Was the story written using first person or third person point of view? Circle the right answer.
Circle the right answer.

2. Explain how you know.

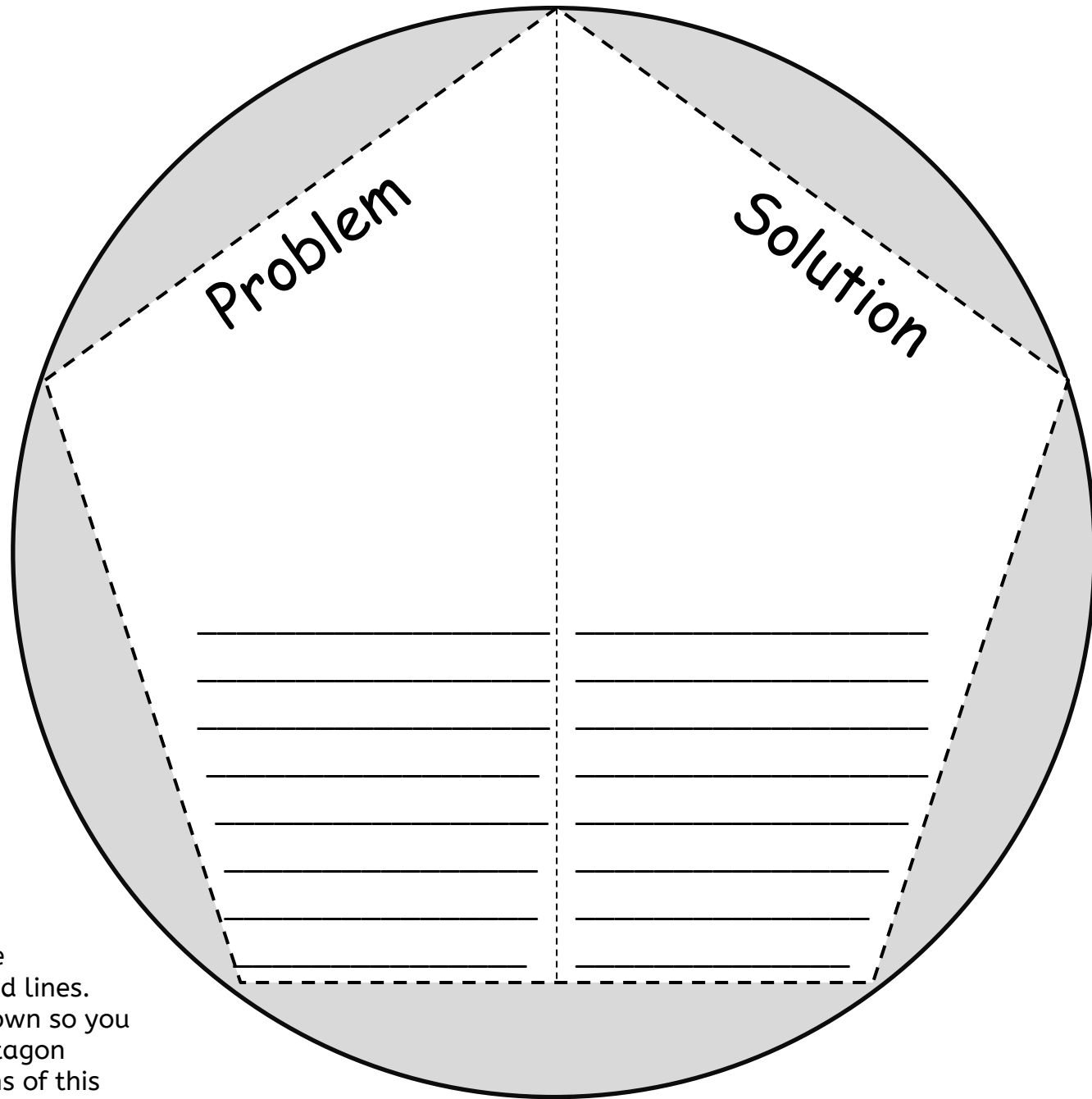
3. Explain why that affects the story or why you think the author choose to write the story using that type of point of view.

1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces



Face 9 Directions

1. Draw a picture of the problem in the story and a picture of the solution
2. Explain the problem the main character faced and how the problem was solved.



1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

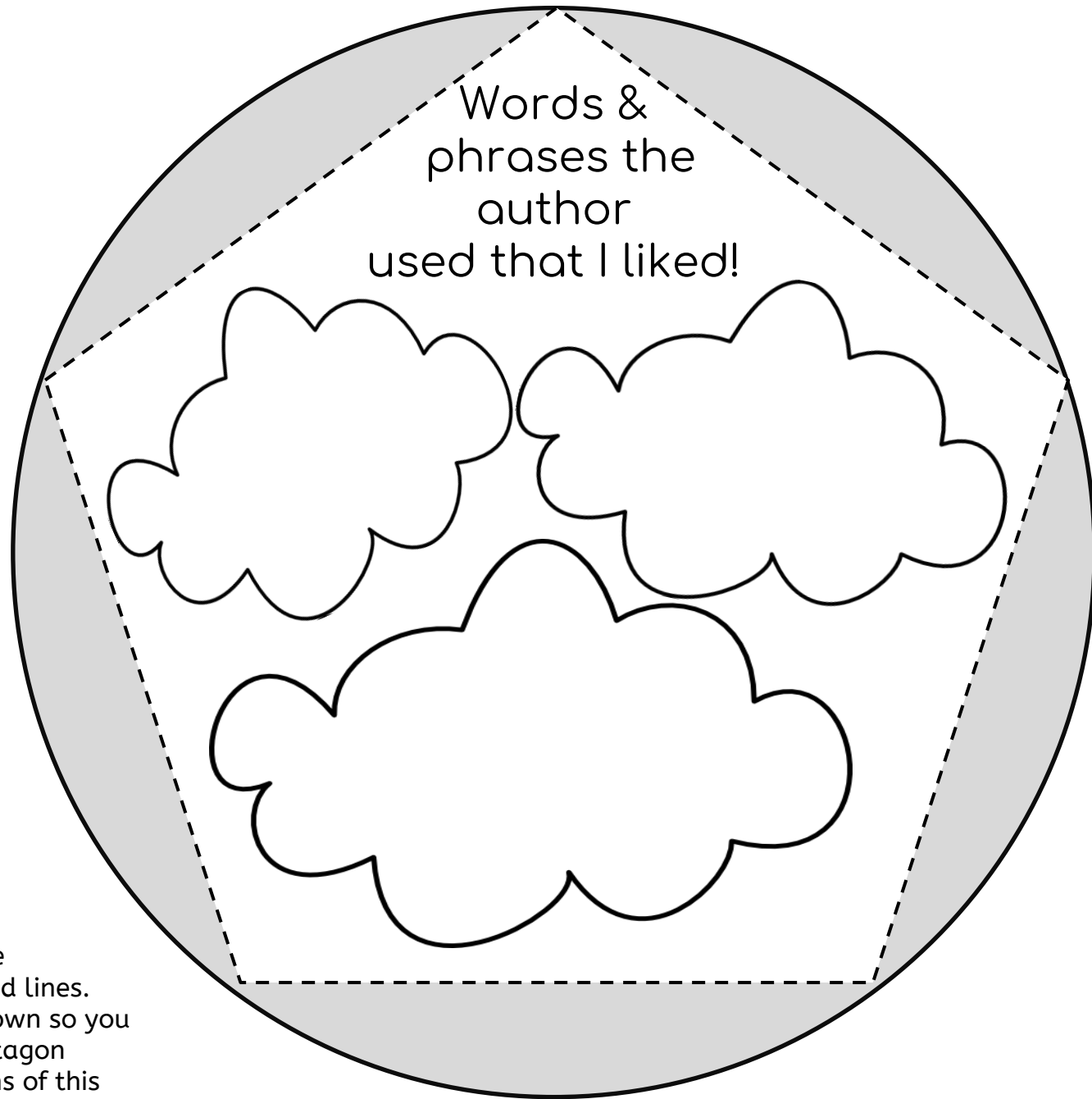
Face 10 Directions

1. Write down words the author used that described something and helped you imagine something.

or

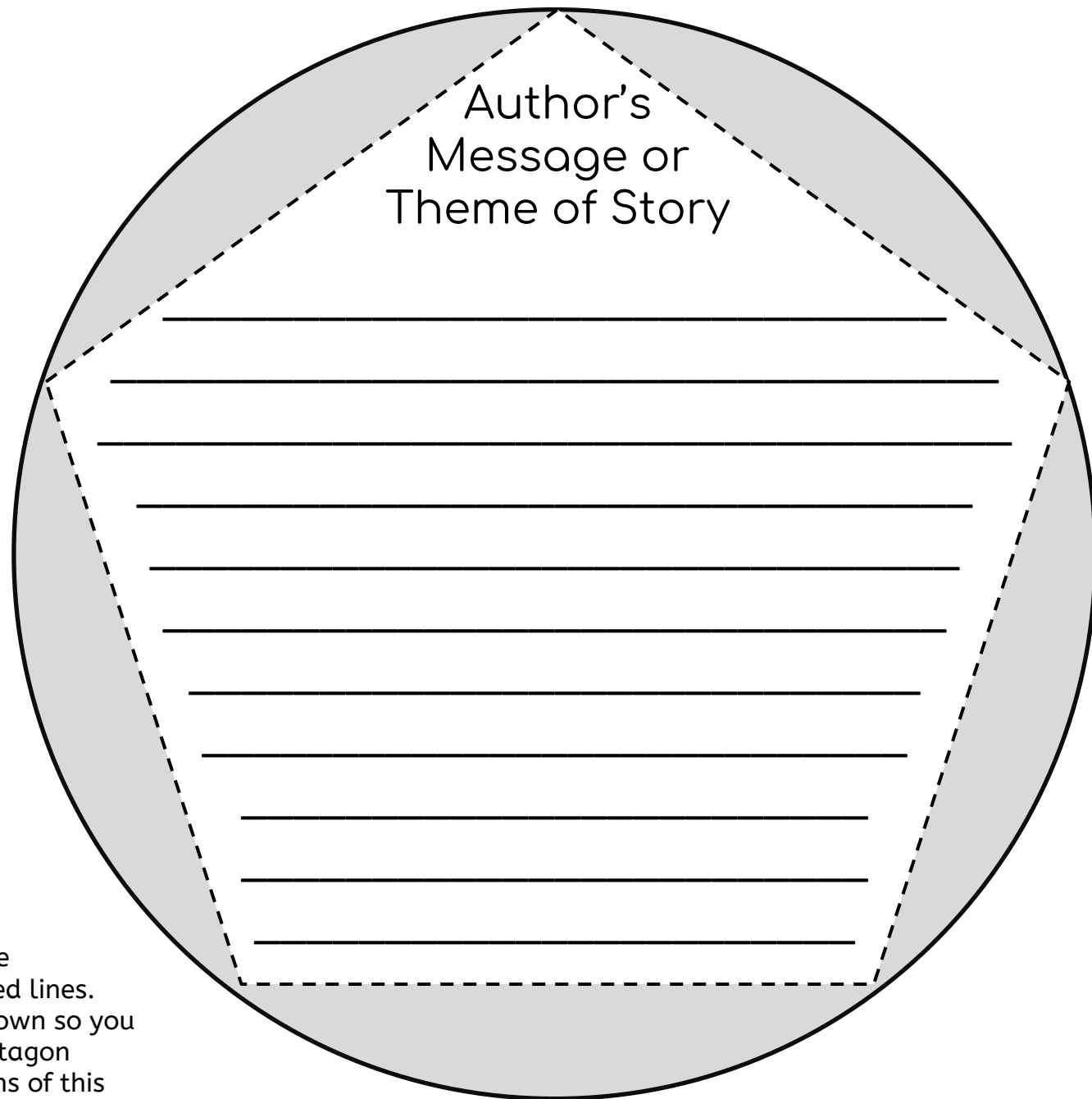
2. Write down interesting phrases such as figurative language (simile, metaphor, onomatopoeia, alliteration, personification, etc.)

1. Cut around the circle
2. Fold along the dashed lines. Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces



Face 11 Directions

- What is the central idea of the story.
- What do you think the author wants the readers to learn and know?



1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

Face 12 Directions

Rate the book. How many stars would you give the book? Color in the number of stars and then explain why you gave the book this rating.

I give
this book...

★ ★ ★ ★ ★

Because _____

1. Cut around the circle
2. Fold along the dashed lines.
Fold the gray tabs down so you can only see the pentagon
3. Glue the gray portions of this face to other faces

Dodecahedron Book Report Rubric

Name _____

4	3	2	1
25	24-20	19-15	<15

Face	Assignment	Number of Points
1	Book Cover	1
2	Describing the main character	2
3	Describing the setting	2
4	Making an inference	2
5	Summarizing the story	3
6	Drawing and explaining your favorite part	2
7	Character Traits of characters	3
8	Determine the point of view	2
9	Drawing and explaining the problem and solution	2
10	Listing interesting words/phrases (author's craft)	3
11	Explaining the theme	2
12	Rating the book	1
Total Points		_____ out of 25