

2008-09
Zavala
(6th – Reading)
1st Six Weeks Syllabus

August 25, Student Expectations: . The student will listen actively and purposefully in a variety of settings. The student is expected to listen in order to gain information, solve problems, and/or to enjoy and appreciate. The student reads with fluency and understanding in texts at appropriate difficulty levels. Students are expected to read aloud and silently with increasing ease for longer periods.

September 2, Student Expectations: The students will acquire an extensive vocabulary through reading and word study. The student is also expected to determine meanings of derivatives by applying knowledge of the meanings of **root words** such as like, pay or happy and **affixes** such as dis-, pre- or un- and distinguish **denotative and connotative meanings**.

September 8, Student Expectations: The students will acquire an extensive vocabulary through reading and word study. The student is also expected to determine meanings of derivatives by applying knowledge of the meanings of **root words** such as like, pay or happy and **affixes** such as dis-, pre- or un- and distinguish **denotative and connotative meanings**.

September 15, Student Expectations: The students will acquire an extensive vocabulary through reading and word study. The student is also expected to determine meanings of derivatives by applying knowledge of the meanings of **root words** such as like, pay or happy and **affixes** such as dis-, pre- or un- and distinguish **denotative and connotative meanings**. The students will also comprehend selections using a variety of strategies, determine a text's **main (or major ideas)** and how those ideas are **supported with details**.

September 22, Student Expectations: The students will acquire an extensive vocabulary through reading and word study. The student is also expected to determine meanings of derivatives by applying knowledge of the meanings of **root words** such as like, pay or happy and **affixes** such as dis-, pre- or un- and distinguish **denotative and connotative meanings**. The students will also comprehend selections using a variety of strategies, determine a text's **main (or major ideas)** and how those ideas are **supported with details**.

September 29, Student Expectations: The students will acquire an extensive vocabulary through reading and word study. The student is also expected to determine meanings of derivatives by applying knowledge of the meanings of **root words** such as like, pay or happy and **affixes** such as dis-, pre- or un- and distinguish **denotative and connotative meanings and analogies**. The students will also comprehend selections using a variety of strategies, determine a text's **main (or major ideas)** and how those ideas are **supported with details**.

Reading Teachers:

Mrs. L. Portillo
Mrs. L. Moore
Mrs. L. Price
Mr. R. Garcia

Parent Syllabus

2008-2009

(6th – Reading)

2nd Six Weeks Syllabus

October 6, Student Expectations: Students will be expected to utilize listening and speaking techniques in order to gain information and solve problems. Students will also be working on reading and fluency, where students will read aloud and read silently. The student is expected to: analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; recognize and analyze story plot, setting, and problem resolution.

October 13, Student Expectations: Students will be expected to utilize listening and speaking techniques in order to gain information and solve problems. Students will also be working on reading and fluency, where students will read aloud and read silently. The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; recognize and analyze story plot, setting, and problem resolution.

October 20, Student Expectations: The student uses a variety of word recognition strategies. The student is expected to apply letter-sound correspondences, language structure, and context to recognize words. The student is also expected to analyze the characteristics of various types of texts (genres), identify the purposes of different types of texts such as to inform, influence, express, or entertain. They must be able to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants. Student must also analyze characters (traits, motivations, conflicts, points of view, relationships, and changes). Recognize and analyze story plot, setting, and problem resolution.

October 27, Student Expectations: The student uses a variety of word recognition strategies. The student is expected to apply letter-sound correspondences, language structure, and context to recognize words. The student is also expected to analyze the characteristics of various types of texts (genres), identify the purposes of different types of texts such as to inform, influence, express, or entertain. They must be able to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants. Student must also analyze characters (traits, motivations, conflicts, points of view, relationships, and changes). Recognize and analyze story plot, setting, and problem resolution.

November 3, Student Expectations: The student is also expected to analyze the characteristics of various types of texts (genres), identify the purposes of different types of texts, recognize and interpret literary devices such as flashback, foreshadowing, and symbolism

November 10, Student Expectations: The student is also expected to analyze the characteristics of various types of texts (genres), identify the purposes of different types of texts, recognize and interpret literary devices such as flashback, foreshadowing, and symbolism

Reading Teachers:

Mrs. L. Portillo

Mrs. L. Price

Mrs. L. Price

Mr. R. Garcia

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2008-2009

(6th – Reading)

3rd Six Weeks Syllabus

November 17, Student Expectations: Students will be expected to utilize listening and speaking techniques in order to gain information and solve problems. Students will also be working on reading and fluency, where students will read aloud and read silently. The student is expected to: analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; recognize and analyze story plot, setting, and problem resolution.

November 24, Student Expectations: Students will be expected to utilize listening and speaking techniques in order to gain information and solve problems. Students will also be working on reading and fluency, where students will read aloud and read silently. The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; recognize and analyze story plot, setting, and problem resolution.

December 1, Student Expectations: The student uses a variety of word recognition strategies. The student is expected to apply letter-sound correspondences, language structure, and context to recognize words. The student is also expected to analyze the characteristics of various types of texts (genres), identify the purposes of different types of texts such as to inform, influence, express, or entertain. They must be able to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants. Student must also analyze characters (traits, motivations, conflicts, points of view, relationships, and changes). Recognize and analyze story plot, setting, and problem resolution.

December 8, Student Expectations: The student uses a variety of word recognition strategies. The student is expected to apply letter-sound correspondences, language structure, and context to recognize words. The student is also expected to analyze the characteristics of various types of texts (genres), identify the purposes of different types of texts such as to inform, influence, express, or entertain. They must be able to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants. Student must also analyze characters (traits, motivations, conflicts, points of view, relationships, and changes). Recognize and analyze story plot, setting, and problem resolution.

December 15, Student Expectations: The student is also expected to analyze the characteristics of various types of texts (genres), identify the purposes of different types of texts, recognize and interpret literary devices such as flashback, foreshadowing, and symbolism

January 5 & 12 (2 weeks), Student Expectations: The student is also expected to analyze the characteristics of various types of texts (genres), identify the purposes of different types of texts, recognize and interpret literary devices such as flashback, foreshadowing, and symbolism

Reading Teachers:

Mrs. L. Portillo

Mrs. L. Moore

Mrs. L. Price

Mr. R. Garcia

Parent Syllabus

2008-2009

(6th – Reading)

4th Six Weeks Syllabus

January 20, Student Expectations: The student will be able to distinguish between Fact and Opinion as well as connect, compare, and contrast ideas, themes, and issues across texts.

January 26, Student Expectations: The student will be able to determine a text's main (or major ideas) and how those ideas are supported with details. He/she will also draw inferences such as conclusions or generalizations and support them with text evidence and experience. The student will distinguish between fact and opinion and connect, compare, and contrast ideas, themes, and issues across a variety of text.

February 2, Student Expectations: The student will be able to determine a text's main (or major ideas) and how those ideas are supported with details and draw inferences such as conclusions or generalizations and support them with text evidence and experience. The students is also expected to distinguish between Fact and Opinion as well as connect, compare, and contrast ideas, themes, and issues across texts and recognize how style, tone, and mood contribute to the effect of the text.

February 9, Student Expectations: The student will be able to determine a text's main (or major ideas) and how those ideas are supported with details and draw inferences such as conclusions or generalizations and support them with text evidence and experience. The students is also expected to distinguish between Fact and Opinion as well as connect, compare, and contrast ideas, themes, and issues across texts and recognize how style, tone, and mood contribute to the effect of the text.

February 16, Student Expectations: The student will be able to determine a text's main (or major ideas) and how those ideas are supported with details and draw inferences such as conclusions or generalizations and support them with text evidence and experience. The students is also expected to distinguish between Fact and Opinion as well as connect, compare, and contrast ideas, themes, and issues across texts and recognize how style, tone, and mood contribute to the effect of the text.

February 23, Student Expectations: The student will be able to determine a text's main (or major ideas) and how those ideas are supported with details and draw inferences such as conclusions or generalizations and support them with text evidence and experience. The students is also expected to distinguish between Fact and Opinion as well as connect, compare, and contrast ideas, themes, and issues across texts and recognize how style, tone, and mood contribute to the effect of the text.

Reading Teachers: **Lanette Portillo, Rick Garcia, Lynn Price, Louise Moore**

Parent Syllabus

2008-2009

(6th – Reading)

5th Six Weeks Syllabus

March 2, 2009 The student comprehends selections using a variety of strategies such as using cause and effect or chronology to locate and recall information. Students will also determine a text's main (or major ideas) and how those ideas are supported with details.

March 16, 2009 The student will be able to paraphrase and summarize text to recall, inform, or organize ideas.

March 23, 2009 The student analyzes the characteristics of various types of texts (genres). Also will be able to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.

March 30, 2009 The student expresses and supports responses to various types of texts. They will also be able to connect, compare, and contrast ideas, themes, and issues across text.

April 6, 2009 The student will be able to determine a text's main (or major ideas) and how those ideas are supported with details. Also, draw inferences such as conclusions or generalizations and support them with text evidence and experience as well as distinguish fact and opinion in various texts.

April 13, 2009 The student will be able to determine a text's main (or major ideas) and how those ideas are supported with details. Also, draw inferences such as conclusions or generalizations and support them with text evidence and experience as well as distinguish fact and opinion in various texts.

Reading Teachers: **Lanette Portillo, Rick Garcia, Lynn Price, Louise Moore**

Parent Syllabus

2008-2009

(6th – Reading)

6th Six Weeks Syllabus

20, Student Expectations: Students will be expected to utilize listening and speaking techniques in order to gain information and solve problems. Students will also be working on reading and fluency, where students will read aloud and read silently. The student is expected to: analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; recognize and analyze story plot, setting, and problem resolution.

April 27, Student Expectations: Students will be expected to utilize listening and speaking techniques in order to gain information and solve problems. Students will also be working on reading and fluency, where students will read aloud and read silently. . The students will analyze characteristics of various types of texts (genres).

May 4, Student Expectations:) Students will be able to understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts).

May 11, Student Expectations: Students will be able to understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts).

May 18, Student Expectations: The student is also expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.

May 26, Student Expectations: The student is also expected to understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.

Reading Teachers:

Mrs. L. Portillo

Mrs. L. Moore

Mrs. L. Price

Mr. R. Garcia