

# "dragon, dragon"

by  
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|   |    |
|---|----|
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**ITEM ANALYSIS FOR "DRAGON, DRAGON"  
GRADE 6 STANDARDS**

**READING**

|            |   |                     |
|------------|---|---------------------|
| <b>1.0</b> | <b>Vocabulary</b>   | <b>29 Questions</b> |
| 1.1        | Read aloud narrative and expository text fluently and accurately.   | N/A                 |
| 1.2        | Identify and interpret figurative language and words with multiple meanings.  | 6                   |
| 1.3        | Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.                                  | 2                   |
| 1.4        | Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.                               | 18                  |
| 1.5        | Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i> ).  | 3                   |
| <br>       |   |                     |
| <b>2.0</b> | <b>Informational Reading Comprehension</b>  | <b>35 Questions</b> |
| 2.1        | Identify the structural features of popular media [newspapers, magazines, online information] and use the features to obtain information.                               | 12                  |
| 2.2        | Analyze text that uses the compare-and-contrast organizational pattern.   | 2                   |
| 2.3        | Connect and clarify main ideas by identifying their relationships to other sources and related topics.  | 3                   |
| 2.4        | Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.   | 3                   |
| 2.5        | Follow multiple-step instructions for preparing applications [for a public library card, bank savings account, sports club, league membership].                         | N/A                 |
| 2.6        | Determine the adequacy and appropriateness of the evidence for an author's conclusion.  | 5                   |
| 2.7        | Make reasonable assertions about a text through accurate, supporting citations.   | 6                   |
| 2.8        | Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.   | 4                   |
| <br>       |   |                     |
| <b>3.0</b> | <b>Literary Response and Analysis</b>   | <b>19 Questions</b> |
| 3.1        | Identify the forms of fiction and describe the major characteristics of each form.  | 2                   |
| 3.2        | Analyze the effect of the qualities of the character [courage or cowardice, ambition, or laziness] on the plot and the resolution of the conflict.                      | 8                   |
| 3.3        | Analyze the influence of setting on the problem and its resolution.   | 2                   |
| 3.4        | Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. | N/A                 |
| 3.5        | Identify the speaker and recognize the difference between first- and third-person narration [autobiography compared with biography].                                    | 2                   |
| 3.6        | Identify and analyze features of themes conveyed through characters, actions, and images.   | 2                   |
| 3.7        | Explain the effects of common literary devices [symbolism, imagery, metaphor] in a variety of fictional and nonfictional texts.   | 1                   |
| 3.8        | Critique the credibility of characterization and the degree to which a plot is contrived or realistic [compare the use of fact and fantasy in historical fiction].      | 2                   |

**WRITING**

|            |  |                     |
|------------|--|---------------------|
| <b>1.0</b> | <b>Writing Strategies</b>  | <b>22 Questions</b> |
| 1.1        | Choose the form of writing [personal letter, letter to the editor, review, poem, report, narrative] that best suits the intended purpose.  | 3                   |
| 1.2        | Create multiple-paragraph expository compositions:<br>a. Engage the interest of the reader and state a clear purpose.<br>b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.<br>c. Conclude with a detailed summary linked to the purpose of the composition. | 8                   |
| 1.3        | Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order of importance, or climactic order.  | 3                   |
| 1.4        | Use organizational features of electronic text [bulletin boards, databases, keyword searches, e-mail addresses] to locate information.   | 2                   |
| 1.5        | Compose documents with appropriate formatting by using word-processing skills and principles of design [margins, tabs, spacing, columns, page orientation].  | 3                   |
| 1.6        | Revise writing to improve the organization and consistency of ideas within and between paragraphs.   | 3                   |
| <b>2.0</b> | <b>Writing Styles</b>  | <b>2 Prompts</b>    |
| 2.1        | Narrative: Story, Autobiographical, and/or Biographical  |                     |
| 2.2        | Expository: Description, Explanation, Comparison and Contrast, or Problem and Solution,  | 1                   |
| 2.3        | Research Report  |                     |
| 2.4        | Response to Literature   | 1                   |
| 2.5        | Persuasive   |                     |

**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS\*****18 Questions**

|     |   |   |
|-----|---|---|
| 1.1 | Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.                                     | 3 |
| 1.2 | Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.              | 6 |
| 1.3 | Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. | 3 |
| 1.4 | Use correct capitalization.   | 2 |
| 1.5 | Spell frequently misspelled words correctly [ <i>their, they're, there</i> ].   | 3 |

\* Please note that this section may also contain review items from previous years as follows: parts of speech, prepositional and appositive phrases, dependent and independent clauses, use of transitions and conjunctions to connect ideas, in a series, commas with quotations, apostrophes with possessive case, contractions, and punctuating titles.