

# "The gold cadillac"

by  
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*item analysis for all grade 6 standards: vocabulary, reading, writing, conventions* iv

*reading standard 1.0 -- word analysis, fluency, and systematic vocabulary development*

*vocabulary practice* 1

*vocabulary quiz* 2

*reading standard 2.0 -- focus on informational materials*

*article: "guilty until proven innocent"* 5

*activity: "it takes all kinds"* 7

*mini-lesson: comparison and contrast* 9

*article: "eshu the trickster"* 10

*reading standard 3.0 -- literary response and analysis*

*quiz: "the gold cadillac"* 14

*through the text: story map, dialectical journals, focus questions, etc.* 18

*writing standards 1.0 & 2.0 -- strategies and applications*

*persuasive writing: proposal* 33

*persuasive writing: evaluation* 38

*response to literature: symbolism* 44

*writing strategies standard 1.0 & language conventions standard 1.0*

*daily oral language practice* 51

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## ITEM ANALYSIS FOR "THE GOLD CADILLAC" GRADE 6 STANDARDS

### READING

<b>1.0</b>	<b>Vocabulary</b>	<b>34 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.	10
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.	19
1.5	Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i> ).	3
<b>2.0</b>	<b>Informational Reading Comprehension</b>	<b>36 Questions</b>
2.1	Identify the structural features of popular media [newspapers, magazines, online information] and use the features to obtain information.	6
2.2	Analyze text that uses the compare-and-contrast organizational pattern.	7
2.3	Connect and clarify main ideas by identifying their relationships to other sources and related topics.	7
2.4	Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	4
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.	6
2.7	Make reasonable assertions about a text through accurate, supporting citations.	3
2.8	Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	3
<b>3.0</b>	<b>Literary Response and Analysis</b>	<b>31 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.	6
3.3	Analyze the influence of setting on the problem and its resolution.	11
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].	3
3.6	Identify and analyze features of themes conveyed through characters, actions, and images.	4
3.7	Explain the effects of common literary devices [symbolism, imagery, metaphor] in a variety of fictional and nonfictional texts.	3
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>15 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.	N/A
1.2	Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.	6
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.	2
1.4	Use organizational features of electronic text [bulletin boards, databases, keyword searches, e-mail addresses] to locate information.	3
1.5	Compose documents with appropriate formatting by using word-processing skills and principles of design [margins, tabs, spacing, columns, page orientation].	2
1.6	Revise writing to improve the organization and consistency of ideas within and between paragraphs.	2
<b>2.0</b>	<b>Writing Styles</b>	<b>3 Prompts</b>
2.1	Narrative: Story, Autobiographical, and/or Biographical	
2.2	Expository: Description, Explanation, Comparison and Contrast, or Problem and Solution,	
2.3	Research Report	
2.4	Response to Literature	1
2.5	Persuasive	2

**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS\*** **20 Questions**

1.1	Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	7
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.	4
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> ].	4

\* 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.