

Grade 6

STANDARD #1 – Students will demonstrate the interest and ability to read age appropriate materials fluently, with understanding and appreciation.

VOCABULARY

Students will:

- define and use vocabulary generated from all types of reading from all content areas.
- explain, use, and analyze less common roots, affixes, and origins of words.
- infer word meaning using context clues.
- generate and discuss words in a cloze-type activity.
- use word analysis and decoding skills to unlock meaning of new vocabulary.
- give multiple meanings for some words (e.g., sentence, roll).
- understand hyperbole as figurative language.

TEXT STRUCTURE

Students will:

- scan as a means of locating specific information.
- skim as a means of assessing specific purposes for reading.
- summarize main idea and supporting details.
- utilize note-taking strategies for mapping as a means to present a topic.
- interpret a scale and legend.
- interpret graphs and diagrams in association with print.
- interpret information from graphic organizers (e.g., venn diagrams, flow charts, graphs).
- use reference materials (e.g., subject encyclopedia and atlas) for research purposes.
- recognize author's use of dialect.

FLUENCY

Students will:

- read dialogue with character's voice in plays.
- respond appropriately to punctuation.
- read smoothly with appropriate pacing.
- adjust rate of reading for purpose.

READING BEHAVIORS

Students will:

- repair faulty comprehension.
- monitor the adequacy of their understanding.
- read from a variety of sources.
- read for specific purposes.
- demonstrate think-aloud behaviors as modeled by the teacher.
- cite evidence from text to support thinking.

METACOGNITIVE STRATEGIES

Students will:

- use comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.

CONNECTING

Students will:

- search for connections between what they know and the new information encountered in text.

QUESTIONING

Students will:

- ask questions of themselves, the author, and text.

VISUALIZING

Students will:

- visualize from a vivid piece of text.
- visualize in non-fiction text to better understand the dimensions of size, shape, and time.
- use all the senses to comprehend text.

DETERMINING IMPORTANCE

Students will:

- distinguish important from less important ideas in text.

INFERRING

Students will:

- draw inference(s) during and after reading.

SYNTHESIZING

Students will:

- gather information from reading and combine with prior knowledge to formulate ideas and draw conclusions.

STANDARD #2 – Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.**CONTENT****Students will:**

- write for a variety of purposes in a variety of subject areas with an emphasis on developing skills in the following:
 - realistic fiction.
 - piece of writing based on research (e.g., poster, newspaper, comic book).
 - poetry.
 - biographical sketch.
- write to a teacher-selected prompt.
- bring **6** pieces to final copy from a variety of subject areas with at least **1** in cursive.
- write single-paragraph, open-response answers to questions, supplying supporting details.

PROCESS**Students will:**

- free write regularly to enhance fluency and ease in composing.
- apply writing process.
- initiate writing for a variety of purposes and audiences including creative, expository, narrative, and practical writing.
- use paragraphing independently to show a central idea which is clear and complete; indicate changes in idea, setting, time, or character; employ appropriate organizational patterns (e.g., chronological order and compare/contrast).
- use transitional words appropriately.
- use varied sentence length and structure to enhance meaning.
- use interesting leads/hooks.
- write a conclusion that provides closure.
- use style, expressions, voice, and point of view (1st, 3rd, omniscient) that are appropriate to the purpose and audience.
- self-edit for spelling and items listed in Mechanics and Usage for grades K-6.
- analyze and revise their writing independently and in collaboration with others.
- conference with teacher and peers resulting in revision for clarity, expansion, conciseness, richness, and voice.

GRAMMAR/USAGE/MECHANICS**Students will:**

- self-edit for spelling and items listed in Mechanics and Usage for grades K-6.
- identify and define conjunctions and interjections.
- capitalize trade names, official titles, races, languages, and names of organizations, associations, or teams.
- capitalize words like father, senator, and uncle when they are parts of titles or when they are substituted for proper nouns.
- use commas to separate a name in a direct address.
- identify and define conjunctions and interjections.

HANDWRITING**Students will:**

- use cursive on a regular basis for written work.

STANDARD #3 – Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively

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and critically.

Students will:

- use appropriate articulation, pronunciation, volume, and inflection.
- listen and view responsively by using eye contact, body language, and focus.
- monitor understanding of the spoken message and seek clarification as needed.
- listen to identify examples of rich language such as similes, metaphors, rhyme schemes, and interesting vocabulary.
- present dramatic interpretations of experiences, stories, poems, and/or plays.
- choose and adapt spoken language to the audience, purpose, and occasion.
- anticipate words, meanings, and outcomes.
- reflect what a speaker has said.
- respond to a speaker.
- draw conclusions.
- continue to view and listen effectively to spoken and audio-visual messages (e.g., stories, factual presentations, and directions).
- understand and evaluate spoken and audio-visual messages by the following:
 - follow sequence of ideas.
 - make informed reasoned inferences.
 - make judgments.
- make formal presentations to a group.
- integrate visuals to clarify and refine ideas before making a presentation (e.g., diagram, time line, picture).
- follow and give a multi-step direction.

STANDARD #4 – Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

READING BEHAVIORS

Students will:

- understand the characteristics of a variety of types of literature with an emphasis on realistic fiction.
- read to answer specific questions or for specific purposes.
- distinguish between cause and effect, true and false, main idea and supporting details, and fact and opinion in fiction or nonfiction texts.
- demonstrate think-aloud behaviors as modeled by the teacher.
- explain that literature can be used to better understand themselves and others.
- monitor the adequacy of their understanding.
- stop, reread, and/or ask for help when difficulties are encountered in understanding the text.
- repair faulty comprehension.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-5) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS.

- Demonstrate knowledge of use of literary terms: free verse, hyperbole, legend, monologue, conflict (add person vs. society and person vs. self), foreshadowing, myth, and dialect.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- explore new points of view outside their range of experience through their identification with characters.
- develop an understanding of American culture and the world in which they live.

QUESTIONING

Students will:

- ask questions about works including questions about plot, setting, character, theme, conflict and resolution, and point of view through works they read, hear, and view.
- answer questions about works including questions about plot, setting, character, theme, conflict and resolution, and point of view through works they read, hear, and view.

VISUALIZING

Students will:

- use all the senses to comprehend texts.
- visualize from a vivid piece of text.
- visualize in nonfiction texts to better understand the dimensions of size, shape, and time.

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DETERMINING IMPORTANCE**Students will:**

- distinguish important from less important ideas in fiction and nonfiction text.
- produce evidence of character motivation in the text.

INFERRING**Students will:**

- independently identify author's purpose or intent in written, spoken, or audio-visual text.
- identify instances of foreshadowing to make predictions.
- make predictions based on explicit or implicit information from the text and/or personal experience.
- evaluate predictions.

SYNTHESIZING**Students will:**

- compare and contrast within and across literary works with a focus on character, setting, and internal/external conflicts.
- apply concepts from works to their personal experiences, to the local environment, to current events, and to historical topics.
- understand that a single text, including poetry, novels, essays, spoken and audiovisual presentations, and accounts of events from real-life, may elicit a variety of responses and interpretations.

STANDARD #5 – Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

Students will:

- continue to use a variety of strategies, including inferential questions, to obtain and evaluate information.
- use varied vocabulary to make a cross-reference.
- locate information from multiple sources including subject encyclopedias and atlases.
- use varied vocabulary and refine search terms to locate information using the internet.
- continue to use organizational strategies including venn diagrams and flow charts.
- read, listen to, view, and understand a variety of informational resources at appropriate grade level.
- summarize information including main idea and supporting data.