

LANGUAGE ARTS / READING

GRADE 6

Standard 1: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase their vocabulary.

1. Words in Context

a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.

b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use like or as: *The Snowplow Reared Up Like a Stallion*), metaphors (implied comparisons: *Peace is a Sunrise*), and multiple meaning words.

2. Word Origins

a. Recognize the origins and meanings of foreign words frequently used in English.

Example: Understand foreign words that are often used in English such as spaghetti (Italian) and rodeo (Spanish).

b. Apply knowledge of root words to determine the meaning of unknown words within a passage.

c. Use word origins, including knowledge of less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin to analyze the meaning of complex words (autograph, autobiography, biology).

*3. Using Resource Materials and Aids

a. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.

b. Relate dictionary definitions to context of the reading in order to aid understanding.

Standard 2: Fluency—The student will identify words rapidly so that attention is directed at the meaning of the text.

1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.

2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).

3. Increase silent reading speed through daily independent reading.

4. Read silently for increased periods of time.

Standard 3: Comprehension/Critical Literacy—The student will interact with the words and concepts in the text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines,

newspapers, reference materials, and online information.

1. Literal Understanding

- a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).
- b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.
- c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.
- d. Use the text's structure or progression of ideas, such as cause and effect or chronology to organize or recall information.

2. Inferences and Interpretation

- a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
- b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
- *c. Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).

3. Summary and Generalization

- a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.
- b. Make generalizations based on information gleaned from text.
- c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.
- d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.

4. Analysis and Evaluation

- a. Evaluate the believability of a character and the impact they have on the plot.
- b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.
- c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.
- e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).
- f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.

*5. Monitoring and Correction Strategies

- a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).
- b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.
- c. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works.

1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.

a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.

b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.

b. Identify and explain internal and external conflict in the development of a story.

c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.

d. Connect, compare, and contrast ideas, themes, and issues across texts.

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.

a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.

b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.

c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

d. Identify and describe the function and effect of common literary devices, such as imagery, and symbolism.

- Imagery: the use of language to create vivid pictures in the reader's mind.

- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

*4. Literary Works—The student will read and respond to historically and culturally significant works of literature.

a. Analyze and evaluate works of literature and the historical context in which they were written.

b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

c. Compare similar characters, settings, and themes from varied literary traditions.

Standard 5: Research and Information—The student will conduct research and organize information.

1. Accessing Information—The student will select the best source for a given purpose.
 - a. Use card catalogs and computer databases to locate sources for research topics.
 - b. Access information from a variety of primary and secondary sources to gather information for research topics.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material.
 - d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
 - e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.
2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.
 - a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).
 - b. Identify and credit the reference sources used to gain information.
 - c. Determine the appropriateness of an information source for a research topic.
 - d. Summarize information from multiple sources into a research paper.