

-Reading/English-

Revised 8/2008

Grade 6

Reading

Analyze and interpret new and unfamiliar words and phrases using a variety of decoding and vocabulary strategies

Initial Understanding

- Recognize language syntax
- Recognize and apply sound sense structures of multi-syllabic words (syllabication)
- Continue development of background knowledge and contextual clue use
- Continue to analyze word derivations and morphological clues

Developing an Interpretation

- Demonstrate use of word derivations, morphological clues and contextual strategies to increase vocabulary development
- Recognize and use context clues and language syntax that signal definition, restatement, and/or example
- Understand and explain level-appropriate reading vocabulary (e.g., colloquialisms, idiomatic phrases, multi-meaning words, dialect, shades of meaning, content specific, analogies, denotative and connotative meanings)

Making Connections

- Uses vocabulary and specific phrases from text when responding
- Demonstrate ability to use print, non-print, and electronic sources (e.g., thesaurus, internet word sites) with or without assistance to increase vocabulary.
- Develop use of analogies, semantic context, phonetic and structural analysis to extend reading vocabulary

Read fluently

Initial Understanding

- Use patterns of organization, context clues, and decoding strategies to promote fluency
- Use rapid automatic word recognition and word-solving skills
- Change voice tone and use pausing to create phrase units that convey meaning
- Adjust rate and intonation as appropriate to text, audience and purpose
- Read punctuation and phrase units to reflect personal and intended meaning of text
- Independently read silently from appropriate-level fiction and nonfiction text

Develop and apply universal thinking and comprehension strategies to understand a variety of fiction and nonfiction texts

Initial Understanding

- Preview text (e.g., skim material; use visuals, textual clues, and text format) for task and purpose
- Establish purpose for reading and begins to implement a variety of strategies to adjust purpose before and during reading
- Uses specific strategies to clear up confusing parts of a text (e.g., pauses, rereads, draws upon background knowledge, asks for help]
- State both literal and/or inferred main ideas
- Understand complex elements of plot development (e.g., cause-effect relationships, denouement, climax, conflict, and resolution) and recognize how they affect characters' actions
- Identify the point of view used (first, second, third, or omniscient) and interpret how it influences the text (e.g., how would a story change if the pov changed)
- Identify recurrent themes across multiple texts and content
- Understand elements of character development in relationship to how the character is revealed explicitly and implicitly (e.g., actions, plot, dialogue, changes, and relationships)
- Explain the influence of setting (historical context) on mood, character, plot

Developing an Interpretation

Distinguish fact from opinion in nonfiction

Identify structural elements in writer's craft and their relationship to meaning (e.g., narrative, descriptive, recount, explanatory, procedure, persuasive)

Recognize and explain the impact of elements of writer's craft including foreshadowing, flashback, parallel plots, exaggeration, use of dialect, mood, figurative language, setting, sound effects, dialogue, use of imagery, and visualization when reading fiction

Determine the importance of theme concepts

Paraphrase information and summarize major ideas including stating reasons for likes or dislikes of topic or writer's craft

Identify purpose and characteristics of text across genres and disciplines

Examine character motivation accounting for situation, point of view, feelings and emotions

Examine use of stereotype across gender, age, race, and culture

Determine importance of main idea/theme, structure, and author's purpose

Making Connections

Maintain an awareness that readers and writers are influenced by factors such as their time, culture, and experiences

Compare/contrast and analyze works of authors

Compare/contrast and analyze text elements between and among different texts and content

Integrate reader's purpose, background knowledge, beliefs, opinions, and experience of both text content and format to determine importance

Formulate and support ideas/opinions through personal responses to and evidence from text

Critical Stance

Evaluate the author's use of various techniques to influence readers' perspectives (e.g., appeal of characters in graphic novels and picture books, logic and credibility of plots and settings, use of figurative language)

Evaluate the merits of fiction based on the use of language, character development, and theme

Evaluate the merits of non-fiction based on style and clarity

Recognize and defend the validity of multiple responses to text using connections and relevant text references

Recognize and justify ways authors represent people from different cultural and socioeconomic groups

Writing

Grade 6

Recognize relationships among audience, task, context, and purpose leading to informed choices about topic development, organization, and linguistic features

Initial Understanding

- Demonstrate phases of a process for composing (e.g., planning, prewriting, drafting, revising, editing, polishing and publishing)
- Generate, focus, explore, and develop topics and ideas according to task, audience, context, and purpose
- Use a first person point of view when writing
- Recognize that the chosen format or structure contributes to the effectiveness of the message

Developing an Interpretation

- Choose ideas and concepts relevant to the composing task, audience, context, and purpose
- Reflect upon own writing and develop revision strategies to sustain clarity and coherence, and elaborate through written text across genres and disciplines
- Explore modes of writing To include Narrative, Expository, Persuasive and Poetic forms
- Use a variety of graphic (e.g., bold print, labeled diagrams, comparison drawings, tables) and written structures (narrative, descriptive, recount, explanatory, procedure, persuasive, responsive, literary criticism) according to task, audience, context, and purpose
- Explore and, with assistance, use author's craft in a variety of written structures
- Explore shades of word meaning (diction), dialect, and figurative language that clarify and enhance ideas while sustaining coherent text
- Reflect upon own writing and develop revision strategies to select, manipulate, and restructure the format, text and/or text segments that affect the construction of meaning at sentence, paragraph, and whole text levels
- Reflect upon own writing and develop revision strategies to select, manipulate, and use precise words and phrases that clarify and enhance ideas (e.g., vocabulary, syntax, figurative language, imagery, transitional devices, tone and mood)
- Reflect upon own writing and develop editing strategies to select and apply English language conventions (e.g., encoding, spelling patterns, syntax, mechanics)

Making Connections

- Choose the most effective publishing technique for task, audience, context, and purpose (organization)
- Develop the ability to select and imitate an author's voice and/or style relevant to the composing task, audience, context, and purpose
- Develop and sustain personal voice/style through written text
- Assume responsibility of a writer's obligation according to task, audience, context, and purpose
- Set personal goals for own writing process

Critical Stance

- Utilize knowledge of language and culture to improve competency in English
- Assess own experiences, opinions, observations, and ideas as sources for authentic writing
- Respond sensitively and constructively to own, peers, and model texts using standard and/or personal criteria related to task, audience, context, purpose, convention and effectiveness
- Evaluate author's usage of craft and diction (word choice)
- Evaluate, with assistance, personal strengths and needs as a writer