

Grade 6  
Student Friendly

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| <b>Early Reading Strategies (ERS:1)<br/>Phonemic Awareness and Phonological Knowledge</b>  | <b><u>Student Friendly</u></b>  |
| <b>R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...</b>  |   |
| No GLE at this grade level   |   |
| <b>Early Reading Strategies (ERS:2)<br/>Concepts of Print</b>  | <b><u>Student Friendly</u></b>  |
| <b>R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...</b>  |   |
| No GLE at this grade level   |   |
| <b>READING FLUENCY and ACCURACY (F&amp;A)</b>  | <b><u>Student Friendly</u></b>  |
| <b>(R:F&amp;A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)</b>   |   |
| <b>R:F&amp;A: Reads grade-level appropriate material with...</b>   |   |
| R:F&A:6:1.1: Accuracy: reading material appropriate <u>for grade 6</u> with 90-94% accuracy (See Appendix F for sample titles.)  | On a daily basis, I will accurately read material that is appropriate for <u>6<sup>th</sup> grade.</u>  |
| R:F&A:6:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (See Appendix C for suggested rates.)   | I will read silently and orally with fluency and adjust my reading rate (pace) as needed.   |
| R:F&A:6:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue  | I will attend to text features to read with phrasing and expression.  |
| <b>WORD IDENTIFICATION SKILLS and STRATEGIES (WID)</b>   | <b><u>Student Friendly</u></b>  |
| <b>R:WID: Applies word identification/ decoding strategies by ...</b>  |   |
| R:WID:6:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns   | I will use my knowledge of syllables, sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.  |
| <b>VOCABULARY STRATEGIES (V:1)</b>   | <b><u>Student Friendly</u></b>  |
| <b>(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>   |   |
| <b>R:V:1: Students identify the meaning of unfamiliar vocabulary by...</b>   |   |
| R:V:6:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, <u>thesauruses</u> ; or prior knowledge) | I will use the following strategies or resources to figure out the meaning on words:<br>Strategies <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Prefixes/Suffixes</li> <li>• Base Words</li> <li>• Context Clues</li> </ul> Resources <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Glossaries</li> <li>• <u>Thesauruses</u></li> </ul> |

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| <b>BREADTH of VOCABULARY (V:2)</b>   | <b><u>Student Friendly</u></b>   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| <b>R:V:2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...</b>  |  |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| R:V:6:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning  | I will identify synonyms, antonyms or homonyms/ homophones or shades of meaning (tired/exhausted).   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| R:V:6:2.2: Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary   | I will explain the meaning of <u>words in context</u> , including content specific vocabulary, words with multiple meanings or precise vocabulary.   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| <b>INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)</b>  | <b><u>Student Friendly</u></b>   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| <b>(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  |  |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| <b>R:LT:1: Demonstrate initial understanding of elements of literary texts by...</b>   |  |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| R:LT:6:1.1: Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or <u>setting</u> over time<br>EXAMPLE (of setting changing): In this poem, how does the farm's appearance change over the years? | I will identify/describe the following in a story: <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting Problem/Solution</li> <li>• Major Events</li> <li>• Plot</li> <li>• How Characters Change</li> <li>• <u>How setting changes over time</u></li> </ul>   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| R:LT:6:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text  | I will paraphrase (use my own words) to summarize the key ideas/plot with major events sequenced.  |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| R:LT:6:1.3: Generating questions before, during, and after reading to enhance understanding and recall, expand understanding and/or gain new information   | I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.  |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| R:LT:6:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., <b>literary texts:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, <u>science fiction</u> , <u>myths</u> , <u>legends</u> )              | I will identify the characteristics of the following literary texts (fiction). <table style="margin-left: 40px;"> <tr> <td>Poetry</td> <td>Fantasy</td> </tr> <tr> <td>Plays</td> <td>Folk Tales</td> </tr> <tr> <td>Realistic Fiction</td> <td>Historical fiction</td> </tr> <tr> <td>Fairy Tales</td> <td>Mysteries</td> </tr> <tr> <td>Fables</td> <td><u>Science Fiction</u></td> </tr> <tr> <td>Tall Tales</td> <td><u>Myths</u></td> </tr> <tr> <td></td> <td><u>Legends</u></td> </tr> </table> | Poetry | Fantasy | Plays | Folk Tales | Realistic Fiction | Historical fiction | Fairy Tales | Mysteries | Fables | <u>Science Fiction</u> | Tall Tales | <u>Myths</u> |  | <u>Legends</u> |
| Poetry   | Fantasy  |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| Plays  | Folk Tales   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| Realistic Fiction  | Historical fiction   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| Fairy Tales  | Mysteries  |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| Fables   | <u>Science Fiction</u>   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
| Tall Tales   | <u>Myths</u>   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |
|  | <u>Legends</u>   |        |         |       |            |                   |                    |             |           |        |                        |            |              |  |                |

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| R:LT:6:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, <u>flashback, onomatopoeia, repetition, or idioms</u>   | I will identify the following in text:<br>Rhyme            Imagery<br>Dialogue        Simple Metaphors<br>Alliteration <u>Flashback</u><br>Description <u>Onomatopoeia</u><br>Simile <u>Repetition</u><br>Idioms |
| <b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)</b>   | <b><u>Student Friendly</u></b>   |
| <b>(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  |  |
| <b>R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b>  |  |
| R:LT:6:2.1 <u>Explaining or supporting</u> logical predictions (e.g., providing evidence from text to explain why something is likely to happen next)   | I will provide evidence from text to <u>explain/ support logical predictions</u> .   |
| R:LT:6:2.2: Describing <u>characters' traits, motivation, or interactions, citing thoughts, words, or actions</u> that reveal characters' traits, motivations, or their changes over time   | I will describe <u>characters' traits, motivation, interactions, or changes over time by citing thoughts, words, or actions</u> .  |
| R:LT:6:2.3: <u>Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)</u> | I will <u>provide evidence (cite) from the text to make inferences about cause/effect relationships and external conflicts (e.g. person vs. person, person vs. nature/society/fate)</u> .                        |
| R:LT:6:2.4: <u>Explaining how the narrator's point of view affects the reader's interpretation</u> EXAMPLE: This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?   | I will explain how the narrator's point of view affects my understanding of the text.  |
| R:LT:6:2.5: Identifying author's message or theme   | I will identify the author's message or theme.   |
| <b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)</b>   | <b><u>Student Friendly</u></b>   |
| <b>(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  |  |
| <b>R:LT:3: Analyze and interpret author's craft, citing evidence where appropriate by ...</b>   |  |
| R:LT:6:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary work  | I will give examples and explain literary elements and devices such as imagery, exaggeration, <u>simile, metaphor, foreshadowing, or suspense</u> to analyze literary works (texts).                             |
| R:LT:6:3.2: <u>Demonstrating knowledge of use of literary elements and devices (e.g., rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms)</u> to analyze literary works  | I will <u>give examples and explain literary elements and devices such as rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition or idioms</u> to analyze literary works (texts).                    |
| <b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)</b>   | <b><u>Student Friendly</u></b>   |
| <b>R:LT:4: Generates a personal response to what is read through a variety of means by...</b>   |  |
| R:LT:6:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books   | I will compare what I have read to my own experiences, things that I already know, and other books that I have read.   |
| R:LT:6:4.2: Providing relevant details to support the connections made or <u>judgments (interpretive, analytical, evaluative, or reflective)</u>  | I will provide specific details to support the connections and <u>judgments (interpretive, analytical, evaluative, or reflective)</u> I make.  |

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| INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)   | <u>Student Friendly</u>  |
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| <b>(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b><br><b>R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b> |  |
| R:IT:6:1.1a: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)                         | I will use text features such as ___ to help me find information. <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Charts</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Illustrations</li> <li>• Table of contents</li> <li>• Basic Transition Words</li> <li>• Bold or Italicized Text</li> <li>• Headings</li> <li>• Graphic Organizers</li> <li>• Index</li> <li>• Transition words/ phrases</li> <li>• Subheadings</li> </ul> |
| R:IT:6:1.1b: Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations, or <u>transitional devices</u> )   | I will use the following text features to help me find information: <ul style="list-style-type: none"> <li>• Maps</li> <li>• Diagrams</li> <li>• Tables</li> <li>• Captions</li> <li>• Timelines</li> <li>• Citations</li> <li>• <u>Transitional Devices</u></li> </ul>  |
| R:IT:6:1.2: Using information from the text to answer questions related to main/central ideas or key details  | I will use information from the book to answer questions about the main/central idea and key details.  |
| R:IT:6:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/ contrasting)   | I will organize information on graphic organizers to paraphrase, summarize or compare/contrast the main/central ideas or details.  |
| R:IT:6:1.4: Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information  | I will think up questions before, during and after reading to remember and understand new information.   |

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| <p>R:IT:6:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, <u>thesauruses</u>, encyclopedias, reports, <u>magazines</u>, <u>newspapers</u>, textbooks, biographies, <u>autobiographies</u>, Internet websites, <u>public documents and discourse</u>, <u>essays</u>, <u>articles</u>; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, <u>advertisements</u>, <u>pamphlets</u>)</p> | <p>I will identify the characteristics of the following informational texts:</p> <p><b>Reference</b></p> <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• <u>Magazines</u></li> <li>• <u>Newspapers</u></li> <li>• Glossaries</li> <li>• Textbooks</li> <li>• Encyclopedias</li> <li>• Reports</li> <li>• Internet Websites</li> <li>• Biographies</li> <li>• <u>Autobiographies</u></li> <li>• <u>Thesauruses</u></li> <li>• <u>Essays</u></li> <li>• <u>Articles</u></li> <li>• <u>Public Documents and Discourse</u></li> </ul> <p><b>Practical/Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Procedures/ Instructions</li> <li>• Announcements</li> <li>• Book Orders</li> <li>• Invitations</li> <li>• Recipes</li> <li>• Menus</li> <li>• <u>Advertisements</u></li> <li>• <u>Pamphlets</u></li> </ul> |
| <p><b>ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)</b></p>  | <p><b><u>Student Friendly</u></b></p>  |
| <p><b>(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b><br/> <b>R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...</b></p>  |  |
| <p>R:IT:6:2.1: Connecting information <i>within</i> a text or <i>across</i> texts</p>  | <p>I will find and compare information in different parts of a text and between texts.</p>   |
| <p>R:IT:6:2.2: Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas</p>  | <p>I will read a variety of texts to find facts and form opinions.</p>   |
| <p>R:IT:6:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant</p>   | <p>I will form conclusions, make judgments, and express opinions about main/central ideas. I will make inferences about the text and determine author’s purpose (inform, explain, entertain, persuade).</p>  |

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| R:IT:6:2.4: Distinguishing fact from opinion, <u>and identifying possible bias/propaganda</u>   | I will tell the differences between fact and opinion. I will <u>tell if there is any unfairness or misleading information in the writing.</u> |
| R:IT:6:2.5 Making inferences about causes or effects  | I will make inferences about cause and effect to help me understand information.  |
| R:IT:6:2.6: No stem at this grade level   |   |
| <b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)</b>  | <b><u>Student Friendly</u></b>  |
| <b>(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b><br><b>R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...</b>   |   |
| R:RS:6:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues,)  | I will monitor my comprehension when reading and make corrections when necessary.   |
| <b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)</b>  | <b><u>Student Friendly</u></b>  |
| <b>(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b><br><b>R:RS:2: Uses comprehension strategies (with flexibility and as needed)...</b>   |   |
| R:RS:6:2.1: EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. cause/ effect, chronological, compare/ contrast, proposition, and support, description, classification, logical/ sequential) | Before, during, and after reading I will use comprehension strategies to help me understand literary and informational text. (See Appendix D) |
| <b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)</b>  | <b><u>Student Friendly</u></b>  |
| <b>R:B:1: Demonstrates the habit of reading widely and extensively* by...</b>   |   |
| R:B:6:1.1: Reading with frequency, including in-school, out-of-school, and summer reading   | I will spend lots of time reading in-school, out-of school, and during the summer.  |
| R:B:6:1.2: Reading from a wide range of genres/ kinds of text, <u>including primary and secondary sources</u> , and a variety of authors (e.g., literary, informational, and practical/functional texts) (See Appendix A)   | I will read a variety of authors and genres <u>including primary and secondary sources</u> .  |
| R:B:6:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre  | I will read a variety of texts to develop a strong understanding of a author, a subject, a theme, or genre.                                   |

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| <b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)</b>  | <b><u>Student Friendly</u></b>   |
| *Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.                                   |  |
| <b>R:B:2: Demonstrates participation in a literate community by...</b>  |  |
| R:B:6.2.1: Self-selecting reading materials aligned with reading ability and personal interests   | I will be able to choose reading material based on my interest and ability.  |
| R:B:6.2.2: Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others | I will participate in in-depth discussions about books I have read and writing I have done. I will listen and respond to others discuss the books that have read and writing they have done. |
| <b>BREADTH OF READING: READING FOR RESEARCH ACROSS CONTENT AREAS (B:3)</b>  | <b><u>Student Friendly</u></b>   |
| <b>R:B:6:3: Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or <u>to make a decision</u>, or to formulate a judgment by...</b>   |  |
| <b>R:B:7:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or <u>to support a thesis</u> by...</b>  |  |
| <b>R:B:8:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or <u>to support a thesis</u> by...</b>  |  |
| R:B:6.3.1: <u>Identifying potential sources of information</u>  | When completing research, I will <u>identify potential sources of information</u> .  |
| R:B:6.3.2: Evaluating information presented, in terms of relevance  | I will decide if the information in a source is relevant to my topic.  |
| R:B:6.3.3: Gathering, organizing, and interpreting the information  | I will organize and interpret information I have gathered.   |
| R:B:6.3.4: Using evidence to support conclusions  | I will use evidence to support my conclusions.   |