

THE READING CURRICULUM FRAMEWORK Sixth Grade

STANDARD 1: Students read and understand a variety of materials.

Students know and are able to approach reading as a process by using strategies to:

- Activate prior knowledge
- Check and confirm meaning
- Expand and deepen understanding
- Respond to a variety of texts and materials
- Read with increasing fluency and independence

STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

- Understand and evaluate the organization, style, and structure of a narrative text.
- Understand and evaluate the organization, style, and structure of an expository text
- Understand and evaluate the organization and structure of reference material
- Understand a variety of narrative and expository text at literal, interpretive, and critical levels.
- Apply comprehension strategies before, during, and after reading.

A balanced approach to reading instruction supports students as they become capable readers. Proficient readers learn and use a variety of strategies and skills in the following areas:

Concepts about print / structure of text: Students grow from basic understanding of how to hold a book and the differences between print and pictures, to a sophisticated understanding of how different materials and genres are written.

Comprehension: Students learn to read fiction, nonfiction, and poetry; and interpret these types of writing at various levels of comprehension. These levels are:

- *LITERAL:* The reader can identify stated details. The reader **reads the lines**.
- *INTERPRETIVE / INFERENTIAL:* The reader judges the accuracy of the materials, evaluates the author's style, distinguishes between fact and opinion, identifies propaganda techniques, and asks "What can I do with the information I have?" The reader then uses what the author wrote to produce original ideas. The reader reads **beyond the lines** for interpretive comprehension and **between the lines** for inferential comprehension.

Proficient readers apply a variety of comprehension strategies before, during, and after reading to help them derive meaning from text. These strategies are:

- Fix-Up work (rereading, letter-sound correspondence, picture clues)
- Activate and building background knowledge / Making Connections
- Asking questions
- Inferring
- Sensory Imaging / Visualization
- Synthesizing

THROUGHOUT THIS CURRICULUM DOCUMENT, TEACHERS ARE RESPONSIBLE FOR REINFORCING STRATEGIES AND SKILLS PREVIOUSLY LEARNED AND FOR TEACHING (OR RETEACHING) STRATEGIES AND SKILLS WHEN THEY ARE NOT EVIDENT.

Strategies and skills: Effective readers continually monitor their reading to make sure it is efficient, effective, and meaningful. Readers adjust the way they are reading by using reading skills such as seeking additional information, compare / contrast, interpreting graphics, using reference materials, using context clues, and finding the main idea / supporting details. Effective readers use these skills to extend new learning.

Fluency: Fluency and comprehension work together. Fluent readers develop a sight vocabulary, read aloud with expression, and adjust their rate to their reading purpose and the text itself.

Reading participation/behavior: Students learn to set goals for reading, become increasingly independent, and extend their ability to use reading skills to accomplish a variety of purposes, such as gathering information, reading for pleasure, evaluating ideas, and comparing points of view.

<p>The student will:</p> <ul style="list-style-type: none"> • Understand and evaluate the organization, style, and structure of a narrative text. • Understand and evaluate the organization, style, and structure of an expository text • Understand and evaluate the organization and structure of reference material <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>CONCEPTS ABOUT PRINT/TEXT STRUCTURE</p> <p><u>Narrative</u> Makes logical and detailed predictions based on:</p> <ul style="list-style-type: none"> - title page - table of contents - chapter titles <p><u>Expository</u></p> <ul style="list-style-type: none"> • Identifies and uses: <ul style="list-style-type: none"> - title - table of contents - glossary, index - charts, maps, graphs, tables, timelines - guide words - subheadings in textbooks and reference materials - captions under photographs - text boxes, inserts • Recognizes the purpose of format variation <ul style="list-style-type: none"> - highlighted texts - multi-column - reference materials, on-line resources • Understands differences between fiction and nonfiction text • Recognizes that the text organization leads to meaning <ul style="list-style-type: none"> - sequential listing - cause/effect - compare/contrast <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Understands and uses poetic terms and concepts
<p>The student will:</p> <p>Understand a variety of narrative and expository text at literal, interpretive, and critical levels.</p> <p>Apply comprehension strategies before, during, and after reading.</p> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>COMPREHENSION</p> <ul style="list-style-type: none"> • Recognizes and understands a variety of grade appropriate genres and text forms (See pacing guide) • Understands and applies explicit reading strategies <ul style="list-style-type: none"> - building background knowledge / schema - asking questions - inferring (time, place, feelings, attitudes) - sensory imaging / visualization - synthesizing - <p style="text-align: center;"><u>LITERAL COMPREHENSION</u></p> <ul style="list-style-type: none"> • Compares and contrasts texts <ul style="list-style-type: none"> - similar characters, plot, themes/ideas, settings, events - main ideas and supporting details • Determines the main idea or essential message within literary text • Identifies cause/effect relationships • Restates information/text in own words (paraphrases) • Finds information/details in text that support main ideas • Summarizes complex text in a clear, logical order in a variety of ways • Recognizes antonyms, synonyms, homonyms • Analyzes comparisons and contrasts in: <ul style="list-style-type: none"> - illustrations - charts - graphs - maps - tables of information - symbols - abbreviations - acronyms

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COMPREHENSION (Continued)INTERPRETIVE COMPREHENSION

- Makes generalizations about character, plot, and theme
- Makes inferences from text related events and settings
- Identifies and *interprets* figurative language
 - alliteration
 - assonance
 - consonance
 - exaggeration
 - pun
 - word play
- Identifies and explains point of view

CRITICAL COMPREHENSION

- Differentiates between fact and opinion
- Differentiates relevant and irrelevant information
- Uses information gained from reading for personal and academic purposes
 - Analyzes culture-specific vocabulary and dialect
 - Locates and paraphrases information in text containing directions
 - Analyzes text using supporting details
 - Determines and summarizes main idea

Makes inferences to

- Identify feelings and perspectives of character
- Analyzes comparisons and contrasts in text
- Analyzes text using compare and contrast

Makes inferences about

- Character based on appearance
- Character and their motives, based on actions

Compare and Contrast

- Compares and contrasts character, setting, plot, and concepts/ideas
- Analyzes comparisons and contrasts in text
- Analyzes text using compare contrast

Cause and Effect

- Determines cause and effect relationships
- Assesses the *cause* in a cause/effect relationships
- Assesses the *effect* in a cause/effect relationships
- Interprets cause and effect relationships
- Assesses cause and effect relationships

Persuasive Elements

- Recognizes and interprets examples of propaganda in text that suggest if many people do something, it must be right or good (bandwagon)
- Recognizes and interprets examples of propaganda in text that makes broad statements or claims about large groups (broad generalizations)
- Recognizes and interprets examples of propaganda in text that present only two opposing sides of a complex situation (either/or)
- Interprets examples of loaded words, red herring, and bias in text

<p>The student will use a variety of strategies and skills to develop a self-monitoring system during reading</p> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<ul style="list-style-type: none"> • Differentiates and analyzes fact and opinion in text • Evaluates assumptions within text <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Recognizes speaker in a poem • Infers meaning based on examples, images, figurative language in a poem • Compares/contrasts a poem with a text from a different genre • Identifies the omniscience of the speaker <hr/> <p>METACOGNITION</p> <ul style="list-style-type: none"> • Establishes a purpose for reading • Previews text • Visualizes authors meaning • Understands author’s purpose and perspective • Uses explicit reading strategies previously learned • Utilizes study skills such as: <ul style="list-style-type: none"> - SQ3R - unit overviews - study guides - skimming • Stops when reading doesn’t make sense: <ul style="list-style-type: none"> - rereads - thinks about what is being read - reads ahead for clarification • Makes connections between separated sections of text • Uses strategies to predict & confirm the meaning of important unknown words: <ul style="list-style-type: none"> - uses illustrations - rereads - provides meaningful substitutions for unknown words - asks someone - uses dictionary
<p>The student will increase vocabulary and enhance language usage.</p> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex</i></p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Determines meaning using direct and contextual clues • Understands multiple word meanings • Uses word recognition skills such as roots, prefixes, suffixes • Uses dictionary and thesaurus • Uses a variety of strategies to read unknown words: <ul style="list-style-type: none"> - context clues - association - tone and settings • Uses phonetic clues and structural analysis <ul style="list-style-type: none"> - variant and silent consonants - vowel diphthongs and combinations - prefixes, suffixes, and roots • Uses new vocabulary in oral and written responses • Increases high frequency sight words vocabulary through exposure to variety of genres and text forms • Define use of <ul style="list-style-type: none"> - homonyms - homographs - same and similar meaning - homophones

<p>The student will</p> <ul style="list-style-type: none"> • Read a variety of material with increasing fluency and automaticity. • Identify purposes for reading and set personal reading goals. <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>FLUENCY</p> <ul style="list-style-type: none"> • Adjusts rate to reflect purpose, style, and difficulty of material • Perseveres through complex reading tasks • Chooses to read for pleasure • Uses phrasing and expression • Attends to punctuation/dialogue • Focuses on constructing meaning from text <p><u>Reading Participation & Behavior</u></p> <ul style="list-style-type: none"> • Employs oral reading skills <ul style="list-style-type: none"> - tone - rate variation - enunciation - expression • Shows awareness of punctuation • Generates thoughtful oral and written responses to text • Reads silently for over 30 minutes • Seeks additional information from other sources
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THE READING CURRICULUM FRAMEWORK

STANDARD V: Students access, selects, evaluate, and use efficiently information from a variety of sources.

Students know and are able to:

- Use pre-search strategies and skills
- Implement search strategies and skills
- Interpret and evaluate data
- Apply information and search processes responsibly and ethically
- Apply information to an intended purpose or product

Successful learners can access information quickly from a variety of sources. Students must know how to identify and focus questions and issues (pre-search skills), locate information from a variety of sources (search skills), determine the usefulness of data (interpretation and evaluation) and utilize that information in appropriate ways (ethical/responsible use). These skills and strategies expand the traditional definition of literacy.

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<ul style="list-style-type: none"> • The student will: • Use pre-search strategies and skills • Identify purpose for the search • Identify prior knowledge • Generate questions that explore • Formulate a focus, hypothesis, or central question • Identify potential sources • <i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i> 	<p>PRE-SEARCH – identifies purposes for the search</p> <ul style="list-style-type: none"> • Brainstorms list of possible topics • Narrows list of possible topics • Uses a variety of questioning skills to narrow to one topic <ul style="list-style-type: none"> - yes/no - open-ended questions - Probes: What do I know? What do I want to know? What do I need to know? • Generates a focus, hypothesis, or central questions • Brainstorms potential sources of information such as <ul style="list-style-type: none"> - nonfiction - encyclopedias - Electronic library - Almanacs - Atlas - Reference books - SIRS - NewsBank - Readers Guide to periodical literature - Internet - Interviews • Locates information outside school, such as inter-library loans, person interviews, community agencies <ul style="list-style-type: none"> • Narrows list to most useful, appropriate, relevant sources • Recognizes characteristics of periodicals, bus route, technical directions, business letters, procedures, directions, catalogs, textbooks <ul style="list-style-type: none"> • Identifies and uses text organizers informational text (e.g., table of contents, charts, glossary) • Evaluates and assesses the effectiveness of chronological/sequential order in informational text • Evaluates and assesses the effectiveness of chronological/sequential patterns in informational text
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<p>The student will:</p> <ul style="list-style-type: none"> • Implement search strategies and skills • Locate/access a variety of sources • Select and evaluate sources • Organize and record information <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>SEARCH</p> <ul style="list-style-type: none"> • Understands organization of Library • Locates a variety of appropriate sources to begin to answer questions generated in pre-search • Uses author, title, subject and key word searches to locate information • Uses <ul style="list-style-type: none"> - electric library - Internet - SIR/Sir Discover - news bank, readers guide/periodicals - reference materials - almanac - atlas - encyclopedias - nonfiction materials • Uses advanced search strategies (Boolean search: CANADA & ACID RAIN; key words) • Skims and scans for major ideas and key words to identify relevant information • Evaluates the sources for current, accuracy, authority, and appropriateness of information • Recognizes the characteristics of various web sites (i.e. .com, .org, .net) • Downloads, prints, and/or takes notes from electronic resources • Uses note taking strategies/techniques such as <ul style="list-style-type: none"> - outlining - color coding - note cards - two column notes - who/what/where/when/why • Cites sources using MLA and APA documentation
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<p>The student will:</p> <ul style="list-style-type: none"> • Interpret and evaluate data • Select information that is most useful to the central question • Organize information for application • Makes, confirms, and revises predictions in text using supporting details • Analyzes informational text to identify a title representing the main idea • Discriminates when the author' purpose is to inform informational text • Evaluate validity, cause and effect <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>INTERPRETATION AND EVALUATION</p> <ul style="list-style-type: none"> • Groups information by subtopics, categories, and/or relationships • Differentiates between primary and secondary sources • Differentiates among fact, opinion, propaganda, point of view, bias, when appropriate <ul style="list-style-type: none"> • Recognizes errors in logic • Compares information gathered with the original question and locates additional information when necessary • Draws conclusions based on the information gathered and summarizes information into own words • Paraphrases or quotes important facts and details when necessary for accuracy and clarity (see also Writing Framework)
<p>The student will:</p> <ul style="list-style-type: none"> • Use information and search processes responsibly and ethically 	<p>ETHICAL AND RESPONSIBLE USE</p> <ul style="list-style-type: none"> • Does not plagiarize information • Cites sources correctly on note cards • Presents information accurately and truth fully • Knows and practices copyright laws • Uses time and resources courteously and appropriately • Follows district internet license policy

THE READING CURRICULUM FRAMEWORK

STANDARD VI: Students read, recognize, and explore literature as an expression and record of human experience and thought.

Students know and are able to:

- Experience a variety of literature to gain understanding of historical perspectives and the diversity and commonality of human experience.
- Read, experience, and respond to a variety of genre (forms of literature).
- Identify and apply the literary terms associated with the various genres.

Civilization expresses, records, questions, shapes, and transmits itself through literature and language. Awareness of diverse literary traditions offers a perspective on enduring questions, a glimpse into human motives, conflicts, and values; and a sense of the beauty and power of language. Furthermore, the study of literature in print, auditory, and visual forms should enable students to think and communicate clearly as full participants in the ongoing transmission and transformation of culture.

The study of literature must include the exposure to, analysis of, and appreciation for a wide variety of literary traditions. Students should also learn the language of literature just as they learn the language of math, science, or music. A comprehensive literature program should foster positive reading habits that extend into adult life.

<p>The student will:</p> <ul style="list-style-type: none"> • Read and experience a variety of literary forms and genres • Identify and apply the literary terms associated with various genres • Identify the characteristics of various forms of text and genres (fiction, nonfiction, poetry) • Respond to works of literature in ways that reflect an understanding of his/her own and others perspectives 	<p>The genres at this grade level are listed in the pacing guide.</p> <p><u>Novel/short story</u></p> <ul style="list-style-type: none"> - characterization - narrator (point of view) - rising/falling action - setting - theme <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> - ads - directions - labels - road maps and signs - schedules - signs <p><u>Poetry</u></p> <ul style="list-style-type: none"> - alliteration - end r - rhyme - metaphor - mood/tone - onomatopoeia - personification - rhyme - sensory images - simile - stanza/verse - structure - theme <ul style="list-style-type: none"> • Uses a variety of methods (selected response, constructed response, graphic organizers) to communicate and understanding of different literary perspectives within and among texts.
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