

**6<sup>th</sup> GRADE****Reading: Structure****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D – M] • Explore, recognize, identify, analyze, and enjoy a variety of structures, styles and genre in literature.
- [D – M] • Compare and contrast works of various authors and/or illustrators.
- [D] • Recognize the structure of poetry.
- [D] • Recognize and enjoy different kinds of poetic forms.
- [D] • Recognize and discuss the use of figurative language (simile, metaphor, personification, alliteration, onomatopoeia, hyperbole) and sensory language.
- [I] • Compare and contrast literal and figurative meanings of a poem.
- [D] • Demonstrate the use of context clues to determine the meaning of unfamiliar words and words with multiple meanings.
- [D] • Expand and use vocabulary critical to the meaning of a text.
- [I – D] • Use the vocabulary of daily living and functional reading material (test forms, applications, etc.).
- [D] • Develop an analytical sense of word meaning, such as; prefix, suffix, contraction, synonym, antonym, and homonym.
- [I – D] • Identify and discuss basic literary elements, such as plot, conflict, characterization, theme, and point of view.

**Reading: Meaning Construction**

The learner will:

- [M] Select appropriate reading material.

**6<sup>th</sup> GRADE****Reading: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [M] • Explore appropriate reading resources and synthesize information for a topic, theme, or subject.
- [D] • Interpret text using background knowledge, literary elements, and inferences.
- [M] • Identify connections between prior knowledge and new information using pre-reading strategies.
- [M – E] • Identify within non-fiction texts the difference between facts and opinions.
- [D – M] • Explore cause and effect relationships in fiction and non-fiction texts.
- [D] • Respond to texts on an individual and group basis, connecting new concepts/ideas to prior knowledge.
- [D] • Recognize author’s bias/slant/view toward subject.
- [D] • Explore author’s purpose for writing a particular selection.
- [D – M] • Identify supporting details in printed selection.
- [D – M] • State and explain the main idea in both fiction and non-fiction texts.
- [E] • Apply self-correcting strategies while reading.
- [M] • Interpret written directions.
- [M] • Evaluate information and source; distinguish between fact and opinion.
- [I – D] • Recognize propaganda in reading texts.

**6<sup>th</sup> GRADE****Reading: Application****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D – M] • Alter reading rate depending on the purpose for reading the text.
- [E] • Engage in daily sustained silent reading from teacher-assigned and self-selected material.
- [D] • Integrate reading with speaking, listening, viewing, and writing experiences.
- [D – M] • Effectively use the appropriate reference sources and materials necessary for gathering information.
- [D] • Demonstrate the ability to use a basic repertoire of study strategies including SQ3R (Survey, Question, Read, Recite, Review), outlines, lists, clusters, web, and note cards to aid in content reading.
- [E] • Use dictionary skills to decode pronunciation, find the meaning of new words, and check spelling.
- [M] • Exhibit knowledge of book structure (appendix, glossary, bibliography, and footnotes).
- [I] • Expand personal criteria for selecting literature, such as following: recommendations from adults, peers, book reviews, and developing experiences.
- [D] • Read a variety of genre (see Scope and Sequence for grade level specifics).

**Reading: Multidisciplinary**

The learner will:

- [D] • Recognize dialects and cultures through reading experiences.
- [D] • Examine stereotypes and mind sets through literature.

**6<sup>th</sup> GRADE****Reading: Multidisciplinary (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D]
  - Broaden awareness of world cultures and historical perspectives through a variety of texts.
- [M]
  - Participate in multidisciplinary reading activities that include individual, small group, whole class, and cross age groups.
- [D]
  - Extend and enrich reading experiences through technology and multi-media activities.
- [M]
  - Integrate and apply reading skills to other curricular areas.

**Writing: Structure**

The learner will:

- [D]
  - Vary writing style according to purpose. May include the use of symbols and pictures to convey thoughts, meaning, expression, etc.
- [D]
  - Refine the use of voice in writing.
- [D]
  - Use a varied vocabulary appropriate to purpose.
- [M]
  - Develop paragraphs that include:
    - a. topic sentence
    - b. supporting details
    - c. unity
    - d. coherence
    - e. concluding sentence
    - f. proper punctuation
- [I – D]
  - Develop a 5-paragraph essay (including an introductory paragraph, three (3) supporting paragraphs and a concluding paragraph) with each paragraph containing the elements listed above.
- [D – M]
  - Edit pieces of writing independently and with peer and teacher assistance.

**6<sup>th</sup> GRADE****Writing: Structure (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [E]
  - Produce legible pieces of writing.
- [M]
  - Refine the elements of good cursive writing.
- [D]
  - Develop a research paper using MLA style, note cards, source cards, outline, and bibliography.
- [I]
  - Compose simple lyrical and narrative poems incorporating figurative and sensory language.

**Writing: Meaning Construction**

The learner will:

- [M]
  - Use the following steps of the writing process:
    - a. prewriting
    - b. drafting
    - c. revising
    - d. editing
    - e. publishing using MLA style
- [M]
  - Use a variety of prewriting strategies to make a connection between prior knowledge and new information.
- [M]
  - Write on prompted topics demonstrating a sense of flow, organization, and clarity of thought.
- [D – M]
  - Gather appropriate information to produce a piece of writing.
- [D – M]
  - Appreciate language as an important form of communication.
- [D]
  - Include examples of figurative language when writing.

**6<sup>th</sup> GRADE****Writing: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D – M] • Write for correspondence: friendly and business letters, memos, and messages.
- [D] • Experiment with a variety of organizational structures using narrative, persuasive, expository, transactional, poetic, and expressive writing.

**Writing: Mechanics / Grammar**

The learner will:

- [E] • In the final draft of writing, use correct writing mechanics such as:
- various types of complete sentences
  - capitalization, punctuation, spelling
  - correct use of parts of speech (*See Scope and Sequence*)
- [D] • Demonstrate understanding of and use of predicate nominative and predicate adjective.
- [I] • Use dashes, ellipses, brackets, and parentheses correctly.
- [I] • Identify nouns, with particular emphasis on concrete, abstract, and collective nouns as a part of speech.
- [I] • Demonstrate the use of concrete, abstract, and collective nouns in original compositions.
- [I] • Identify and use relative pronouns.
- [I] • Identify and use intensive/reflexive pronouns, demonstrative pronouns, and indefinite pronouns.
- [I] • Identify the antecedent of the pronoun. Demonstrate agreement of antecedent with pronoun.

**6<sup>th</sup> GRADE****Writing: Mechanics / Grammar (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I]           • Identify indirect objects.
- [I]           • Identify and use verb phrases.
- [D]           • Identify and use words in the possessive case, the nominative case and the objective case.
- [I]           • Identify and use nouns of direct address and appositives.
- [I]           • Identify and use concrete and abstract nouns.

**Writing: Application**

The learner will:

- [D – M]       • Engage in formal and informal writing for a variety of purposes and audiences.
- [D – M]       • Independently evaluate and publish writing.
- [D – M]       • Write for newspaper reporting.
- [D]           • Write personal letters.
- [I]           • Write business letters.

**Writing: Multidisciplinary**

The learner will:

- [D – M]       • Examine global issues through writing activities.
- [D]           • Develop concepts in content areas through writing.

**6<sup>th</sup> GRADE****Writing: Multidisciplinary (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D – M] • Write to broaden awareness of cultural and historical perspectives.
- [D – M] • Extend the writing process, writing strategies, and study skills to all content areas.
- [D] • Participate in a variety of writing activities that include individual and small group experiences.
- [D – M] • Extend writing experiences through multi-media activities.
- [M] • Write simple responses to texts.