

## Course/Grade Level: Sixth Grade Reading Curriculum

**Focus:** Students will apply their knowledge of figurative language as they interpret literature. They will analyze literature in respect to different aspects of major and minor characters and major and minor events. Students will comprehend text across the content areas.

### R.6.1 Students will read fluently at grade level.

Students will...

- R.6.1.1 use knowledge of conventions and text features to read fluently. (6.1.2.1)
- R.6.1.2 read expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*. (6.1.2.2)
- R.6.1.3 use knowledge of complex sentence structure to read fluently. (6.1.2.3)
- R.6.1.4 adjust reading rate to support comprehension when reading *narrative, expository, technical, and persuasive texts*. (6.1.2.5)

### R.6.2 Students will develop vocabulary at grade level.

Students will...

- R.6.2.1 ▲ determine the meaning of words or phrases using context clues (e.g., *definitions, restatements, examples, descriptions, comparison-contrast, clue words*) from sentences or paragraphs. (6.1.3.1)
- R.6.2.2 ▲ determine meaning of words through knowledge of word structure (e.g., ▲ *root words, prefixes, suffixes*). (see appendix) (6.1.3.4)
- R.6.2.3 ▲ identify and determine the meaning of *figurative language* including ▲ *similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms*. (6.1.3.5)
- R.6.2.4 use effectively the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task. (6.1.3.3)
- R.6.2.5 utilize grade level vocabulary.

**R.6.3 Students will demonstrate knowledge of text characteristics (narrative, expository, technical, and persuasive) at grade level.**  
Students will...

R.6.3.1 identify characteristics of *narrative, expository, technical, and persuasive texts*. (6.1.4.1)

R.6.3.2 ▲ understand the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, *topic* and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and use such features to locate information in and to gain meaning from appropriate-level texts. (6.1.4.2)

Instructional Example: ask students to look through a science text chapter, reading only the headings, the first and last sentences of paragraphs, and graphic captions. In small groups students list and discuss what they think they will learn from reading the chapter. As a class, students discuss small group findings, compare results, and reinforce the importance of specific *text organizers*.

R.6.3.3 ▲ analyze how text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*) helps support comprehension of text. (6.1.4.6)

R.6.3.4 ▲ identify and describe the *author's purpose* and basic techniques the author uses to achieve that purpose. (6.1.4.11)

## R.6.4 Students will comprehend a variety of texts (narrative, expository, technical, and persuasive) at grade level.

Students will...

R.6.4.1 use prior knowledge, content, and text features to make, revise, and confirm predictions. (6.1.4.3)

R.6.4.2 ▲ use information from the text to make inferences and draw conclusions. (6.1.4.5)

Instructional Example: read poem riddles and have students complete an idea web showing the answer to the poem in the center and the hints provided in the poem on each branch of the web.

R.6.4.3 ▲ compare and contrast varying aspects (e.g., *characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints*) in one or more appropriate-level texts. (6.1.4.7)

R.6.4.4 ▲ explain cause-effect relationships in appropriate-level *narrative, expository, technical, and persuasive texts*. (6.1.4.8)

Instructional Example: model and then direct the students to highlight the cause in one color and the effect in another color on a portion of copied text.

R.6.4.5 ▲ use *paraphrasing and organizational skills to summarize information* (e.g., stated and implied *main ideas, main events, important details*) from appropriate-level *narrative, expository, persuasive, and technical texts* in logical order. (6.1.4.9)

R.6.4.6 ▲ identify the *topic, main idea(s), supporting details, and theme(s) in text across the content areas* and from a variety of sources in appropriate-level texts. (6.1.4.10)

Instructional Example: model the Herringbone Technique answer Who, What, When, Where, How, and Why questions on an organizer shaped like a fish. Ask the students to read to find the main idea and to find answers to the questions and to write the main idea of the story across the backbone of the fish. On the lines stemming out from the fish they write answers to the questions: Who is the author talking about?, What did they do?, When did they do it?, Where did they do it?, How did they do it?, Why did they do it?

R.6.4.7 ▲ identify or describe evidence that supports conclusions in *persuasive text*. (6.1.4.14)

R.6.4.8 ▲ distinguish between fact and opinion, and recognize *propaganda* (e.g., advertising, media), *bias, and stereotypes* in various types of appropriate-level texts. (6.1.4.15)

Propaganda Techniques: bandwagon, testimonials, glittering generalities, and statistics.

Instructional Example: provide students with various newspaper clippings and ask them to distinguish between the factual stories and the editorial opinions. Ask them to highlight any opinions that may be included in the factual stories.

**R.6.5 Students will use literary concepts to interpret and respond to text at grade level.**

Students will...

R.6.5.1 ▲ describe different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explain how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict. (6.2.1.1)

R.6.5.2 ▲ identify and describe the *setting* (e.g., environment, time of day or year, historical period, situation, place) and explain the importance of the *setting* to the story or literary text. (6.2.1.2)

Instructional examples:

- show travel brochures to students. Students create a travel brochure for the text read.
- have the students invent an alternative setting for the story and describe how that might impact the outcome of the story

R.6.5.3 ▲ identify major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explain how one event gives rise to another. (6.2.1.3)

R.6.5.4 identify aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and support with implied and/or explicit information from the text. (6.2.1.4)

R.6.5.5 identify the use of literary devices (e.g., *foreshadowing, flashback*). (6.2.1.5)

R.6.5.6 identify basic elements of plot (e.g., basic situation, problem [initiating event], rising action, conflict, climax, falling action, resolution).

R.6.5.7 identify the point of view (e.g., first person, third person).

## Sixth Grade: Targeted Students Roots, Prefixes, and Suffixes

### Roots:

grade appropriate

### Prefixes:

<b>auto-</b>	self/ automatic
<b>con-</b>	with, together/ construct
<b>fore-</b>	previously, in front of/ forefathers
<b>multi-</b>	many/ multitude
<b>sub-</b>	under, less than/ subhead
<b>up-</b>	upper, upward/ uprising

### Suffixes:

<b>-age</b>	(n)	act of or collection of/ garbage
<b>-al</b>	(n)	act or process/ funeral
<b>-al</b>	(adj)	of, relating to or characterized by/ natural
<b>-ize/-yze</b>	(v)	make/ familiarize, analyze
<b>-ous</b>	(adj)	full of or having/ joyous
<b>-some</b>	(adj)	characterized by [specified] thing, quality, state, or action/ worrisome
<b>-some</b>	(n)	group of members especially persons/ foursome