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| <p>4. uses a variety of <i>word-recognition</i> strategies (e.g., <i>orthographic patterns</i>, reading and writing text) to read fluently.</p> <p>5. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i>.</p> | <p>independently select a text and prepare an oral recitation.</p> <p>4. (a) guides the students in various forms of word study (e.g., <i>prefixes, root words, suffixes, word families, word walls</i>).</p> <p>(b) finds a content in which unfamiliar vocabulary words are introduced.</p> <p>(c) allows students the opportunity to practice decoding strategies, then, students discuss how they decoded the word and arrived at an acceptable meaning.</p> <p>(d) makes a conscious effort over time to model the correct use and pronunciation of vocabulary so that students have the opportunity to hear the word used correctly. The teacher provides students opportunities to practice using vocabulary words orally in on-going classroom activities.</p> <p>5. (a) asks the students to read a comic strip that is presented on an overhead. Then students read a paragraph from a science or social studies text (also on transparency). The students discuss how they adjusted their reading rate. Note: Be sure to enlarge the copy so all students can read the transparency.</p> <p>(b) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (<i>narrative, expository, technical, persuasive</i>). Have students create a chart describing how they adjusted their own reading rate for each type of text.</p> <p>(b) uses <i>Directed Reading and Thinking Activity (DRTA)</i> with student breaking a passage into smaller parts to slow reading rate in order to comprehend a longer passage. The teacher records what the students know, what they think they know, and what they think they'll learn. Finally, students write what they've learned, refining their</p> |
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predictions into statements as they gather further information.

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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 1: Reading

SIXTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

| Sixth Grade Knowledge Base Indicators | Instructional Examples |
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| <p>The student...</p> <ol style="list-style-type: none"> ▲ determines the meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast, clue words</i>) from sentences or paragraphs. uses <i>synonyms, antonyms, homophones, and homographs</i> to determine the meaning of words. | <p>The teacher...</p> <ol style="list-style-type: none"> <p>(a) chooses a text or an article that contains unfamiliar text that can be supported through the contextual information. The students read the article in cooperative groups and highlight and list unfamiliar text onto a sheet of paper. After the activity, the teacher asks students to write the unfamiliar text onto an index card for the <i>word wall</i>. Then, the teacher reads the text to the student and brainstorms with students which context helped them understand the unfamiliar text. The students are asked to underline the text used for understanding the unfamiliar word.</p> <p>(b) <i>in social studies, assists the students in making word/definition puzzles for new vocabulary terms.</i></p> <p>(c) uses <i>cloze reading</i> strategies. The teacher selects a text of approximately 300 words. The teacher decides which words to be studied (e.g., adjectives, adverbs, nouns). The teacher goes through the passage and deletes the words which students must determine after reading the passage. The teacher reads the passage with the blanks and asks the students to be thinking about which word would make sense in the sentences. The teacher has the students work in pairs to fill in the blanks. Once all blanks have been completed, the teacher has the pairs of students read their choices to the other students. As a group, the teacher and students discuss the words chosen by the students and compares them to the words original words from the passage.</p> (a) writes a list of words on the board and randomly asks the students to approach the board, choose a word, and write its <i>antonym</i>. Next, the teacher divides the students into groups of three and instructs them to brainstorm a list of six words and their <i>antonyms</i>. Then, the teacher might have the students compose an appropriate song using the <i>antonyms</i> which they have chosen or |

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| <p>3. understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.</p> <p>4. ▲ determines meaning of words through knowledge of word structure (e.g., ▲<i>root words</i>, ▲<i>prefixes</i>, ▲<i>suffixes</i>).</p> <p>5. ▲ identifies and determines the meaning of <i>figurative language</i> including ▲<i>similes</i>, ▲<i>metaphors</i>, ▲<i>analogies</i>, <i>hyperbole</i>, <i>onomatopoeia</i>, <i>personification</i>, and <i>idioms</i>.</p> | <p>compose a story.</p> <p>3. (a) assigns students a <i>topic</i> or research that requires them to locate and use reference materials in the classroom, school, and/or public library (when school transportation can be provided).</p> <p>4. (a) models the <i>vocabulary self-correction strategy (VSS)</i> after reading a paragraph with unfamiliar text. Using this technique, the teacher divides students into small groups and provides students with a story containing unfamiliar text. The students are instructed to list unfamiliar text that they would like to study and must explain with their small group what they think the words mean. Then the entire class finds the definitions for the unfamiliar words and determines which of these words they would like to study further.</p> <p>(b) models the creation of <i>semantic webs</i> that illustrate how Greek and Latin roots form the basis of English words. Students create their own <i>semantic webs</i> using additional Greek and Latin roots.</p> <p>(c) sorts words by prefix and suffix and shows the students how the root word meanings are changed by changing the prefix or suffix.</p> <p>5. (a) copies a list of six <i>idioms</i> onto a transparency It's raining cats and dogs. Pass the buck. Teach an old dog new tricks. Drove me up the wall. Break a leg. You said that tongue in cheek.</p> <p>using the overhead, the teacher shows the transparency and asks the students to volunteer to define the words. Then the teacher has the students work in pairs to dramatize using each of the six <i>idioms</i>.</p> <p>(b) provides text with examples of <i>figurative language</i>. In small groups, students identify and discuss the possible meaning of the <i>figurative language</i>. The students then meet back together in a large group to discuss and/or demonstrate their understanding of the <i>figurative language</i>.</p> |
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6. identifies word *connotations* and word *denotations*.

(c) explains to students that metaphors are often identified by the words “like a” and explains that metaphors are compared to information that is already know about a topic and new information.

(d) explains to students to look for the signal words “is to” and “as” when finding analogies.

6. (a) discusses with the student the differences between *connotations* and *denotations*. The students then identify each within a text. Students discuss how *connotations* can influence *persuasive* writing.

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Teacher Notes:

Standard 1: Reading

SIXTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

| Sixth Grade Knowledge Base Indicators | Instructional Examples |
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| <p>The student...</p> <ol style="list-style-type: none"> 1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>. 2. ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, <i>topic</i> and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts. | <p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) guides students through the creation of semantic web listing students' prior knowledge of characteristics of <i>technical text</i> (e.g., concise text, steps to follow, directions, procedures, illustrations, diagrams, etc.). Next, the teacher provides students with a variety of specific examples of <i>technical texts</i> (e.g., assembly manual, recipe, memo, e-mail, instructions, web pages, brochures, newsletters, fliers, etc.) for students to analyze. Students use the sample texts to more fully develop a <i>semantic web</i> with their own understanding of characteristics of <i>technical text</i>. This activity could be repeated for <i>narrative, expository, and persuasive texts</i>. 2. (a) asks 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 <i>text organizers</i>. (b) in social studies, has the students use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the student's local community, state, country, and the world. The teacher then has the students practice learning locations related to their area of study through games such as "baseball" or a "Location Bee" using a map with numbers in place of names for the assigned locations. The incentive of competition could be added by keeping track of team scores the last day of each week, reshuffling teams after several weeks and tracking scores again. (c) models skimming and scanning of a text that contains a variety of text features and discusses their purposes. Students then skim and scan a different text containing similar text features and explain how each feature contributed to their understanding of the text. |

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| <p>3. uses prior knowledge, content, and text type features to make, revise, and confirm predictions.</p> <p>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲ uses information from the text to make inferences and draw conclusions.</p> | <p>(d) explains to students that chapters in science class contain many text features, such as headings, subheadings, boldface type, pictures/illustrations, bulleted lists, sidebars, etc.</p> <p>3. (a) demonstrates the strategy of pause and reflect through daily read alouds and expects students to use the strategy in their own reading.</p> <p>(b) has the students make text-to-self, text-to-text, text-to-world connections.</p> <p>(c) uses Think Alouds during oral reading.</p> <p>(d) in social studies, has the students apply prior knowledge of the role of government in the economy in responding to the following question: Your community needs a new fire station. Who will pay for this building and how will they get the money?</p> <p>(e) leads the students in a discussion through a narrative or expository passage using the Directed Reading-Thinking Activity. The teacher discusses with the students what they predict the author will say, reads to confirm and revise predictions and responses. The teacher and students discuss the responses and strategies used to confirm predictions.</p> <p>(f) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</p> <p>4. (a) uses the strategy of <i>QAR</i> or other questioning strategy to guide in their understanding of the text. The teacher also encourages students to generate their own <i>critical thinking</i> questions.</p> <p>5. (a) provides students with a two-column T-Chart categorized with the words Questions (on the left side) and Inferences on the right side. Students use their prior knowledge to generate questions for the left-side column and write what they think the author meant on the right-side column to answer their questions.</p> |
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| <p>8. ▲ explains cause-effect relationships in appropriate-level <i>narrative, expository, technical, and persuasive texts</i>.</p> <p>9. ▲ uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied <i>main ideas</i>, main events, important details) from appropriate-level <i>narrative, expository, persuasive, and technical texts</i> in logical order.</p> | <p>(c) in social studies, assists the students to make a Venn Diagram to compare and contrast democracy and republic.</p> <p>(d) in social studies, has the students compare and contrast features of life in the New England, Middle, and Southern colonies (e.g., economic, social, political, geographic).</p> <p>(e) in social studies, has the students compare and contrast the impact of European settlement from an American Indian and European point of view.</p> <p>(f) in science or biology, explains that there are many cause-effect relationships. For example, experiments are often performed to test the effects as a result of changing a single variable.</p> <p>(g) in biology, emphasizes that finding a cure for a disease is a problem-solution.</p> <p>8. (a) guides the students to create a <i>graphic organizer</i> to identify cause-effect.</p> <p>(b) models and then directs the students to highlight the cause in one color and the effect in another color on a portion of copied text.</p> <p>9. (a) guide students to create a <i>graphic organizer map</i> that identifies key concepts that aides the student to give an oral summary of the text.</p> <p>(b) encourages students to visualize the text while reading. This skills should be used throughout all content areas.</p> <p>(c) in social studies, posts copies of foundational documents in the classroom so students learn to identify the documents by sight. The teacher has the students summarize the purpose of each document. Using charades, the students act out some of the freedoms secured by the Bill of Rights. The teacher has the students discuss the Preamble and use the list of goals to describe the Constitution. The teacher uses a video to familiarize the students with the Preamble.</p> |
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| <p>10. ▲ identifies the <i>topic, main idea(s)</i>, supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts.</p> <p>11. ▲ identifies and describes the <i>author's purpose</i> and basic techniques the author uses to achieve that purpose.</p> <p>12. establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p> <p>13. follows directions explained in <i>technical text</i>.</p> | <p>(d) in social studies, has the students retell the stories of the explorers (e.g., Leif Erikson, Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, Balboa, LaSalle, and Pizzaro).</p> <p>10. (a) provides the students with a magazine article. Using a <i>main idea</i> organizer, the students, working in small groups, discuss and identify the <i>main idea</i> and supporting details.</p> <p>(b) models the Herringbone Technique answer the questions "Who?", "What?", "When?", "Where?", "How?", and "Why?" questions on an organizer shaped like a fish. The students read to find the main idea and to find answers to the questions. The students write the main idea of the story across the backbone of the fish and on 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?", and "Why did they do it?"</p> <p>11. (a) discusses with students possible answers to "What do you think is the author's purpose for this text?; and Why?".</p> <p>12. (a) uses the <i>Think-Pair-Share</i> strategy. The teacher guides students to compare their purpose for reading with the author's purpose.</p> <p>(b) provides note cards where students write "entertain", "persuade", "explain", and etc. on the cards. The teacher reads a short text and the student holds up the card identifying the author's purpose.</p> <p>(c) instructs using the Directed Reading Activity (DRA). Discusses the subject with the students to gather prior knowledge, to introduce new vocabulary, and to discuss the purpose for reading. The teacher helps the students develop logical questions to aid in comprehension of the text. The students and teacher then discuss the skills and developments of the story.</p> <p>13. (a) divides the class into groups of four. Teacher provides students with one recipe, such as puffed rice cereal treats, puppy chow, or popcorn balls. Students work in small groups, follow the directions, and evaluate the results. (Can be integrated with science and mathematics instruction).</p> |
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14. ▲ identifies or describes evidence that supports conclusions in *persuasive* text.
15. ▲ distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media), *bias*, and *stereotypes* in various types of appropriate-level texts.

14. (a) provides students with a *persuasive text* and asks students to discuss evidence from text that supports different points of view.
15. (a) has students work in pairs with a **comparison chart** to identify the facts vs. opinions within different pieces of advertisement.
- (b) provides students with various newspaper clippings and asks 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.
- (c) in science, explains that facts and opinions are represented. Facts are what is observed and opinion is a personal view about your interpretation regarding what is being observed.

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Teacher Notes:

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Standard 2: Literature

SIXTH GRADE

Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

| Sixth Grade Knowledge Base Indicators | Instructional Examples |
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| <p>The student...</p> <ol style="list-style-type: none"> 1. ▲ describes different aspects of major and minor <i>characters</i> (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the <i>plot</i>, including resolution of the major conflict. 2. ▲ identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the <i>setting</i> to the story or literary text. 3. ▲ identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another. | <p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) models how to complete a <i>graphic organizer</i> focusing on <i>character(s)</i>. The teacher then allows students to practice using the organizer in cooperative groups before individual work is done by the students. (b) models story mapping. (c) has the students select a favorite character from a book or a movie and discuss how that character's traits, feelings, actions, and motives impact other characters in the story. 2. (a) provides students with a Venn Diagram comparing <i>setting</i> in the story to another <i>setting</i> either from life or another text. (b) models story mapping. (c) shows travel brochures to students. Students create a travel brochure for the text read. (d) has the students invent an alternative setting for the story and describe how that might impact the outcome of the story. 3. (a) provides students with a plot chart. (c) conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the student discuss the author's ideas and how they relate to their own ideas. (b) models story mapping. (d) has the students draw the major events related to the conflict in a story and discuss how one event leads to another. |

4. identifies aspects of *theme* (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.

5. identifies the use of literary devices (e.g., *foreshadowing*, *flashback*).

4. (a) provides students with a *theme diagram* or *Thinking Tree*.
(b) has students write important quotes from the text and then state what they think about the quote. From the statements, form a sentence that states a *theme*.

5. (a) uses excerpts from appropriate children's movies containing literary devices. Using a *graphic organizer*, students will identify the literary devices present within the movie. Teachers should discuss why the author chose to use those specific devices in the movie.
(b) provides a text with *flashback*. After reading, students make a timeline and discuss why the author used this device.

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Teacher Notes:

Standard 2: Literature

SIXTH GRADE

Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions various cultures.

| Sixth Grade Knowledge Base Indicators | Instructional Examples |
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| <p>The student...</p> <ol style="list-style-type: none"> 1. understands the effects history and cultures may have on works of literature. 2. compares and contrasts various languages, traditions, and cultures found in literature. 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences. | <p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) reads historical fiction to the students. After reading the story, the teacher has the students brainstorm their feelings about the story. Then the teacher models the completion of a cause and effect tree, showing how cultures affect individuals. (b) in social studies, has the students create a greeting card that reflects the beliefs and traditions of another culture's faith (e.g., Islamic), as it was taught in another country. Students may choose to create a birthday card or another greeting card for one of the cultures. 2. (a) provides fairy tales written from a variety of cultural views. The teacher has the students discuss the fairy tales as a whole group. In cooperative groups, the teacher has the students complete a comparison/contrast organizer. (b) in social studies, has the students compare and contrast types of regions and explains how they are historically, economically, and culturally connected. This information is presented in the form of a "family tree" , web, chart, or other graphic representation (hard copy or computer generated). (c) in social studies, will prepare a five column matrix with four categories. Using the four characteristics of a civilization, students will compare Egypt, Sumeria, Babylonia, and Hebrew culture to determine how all four meet the criteria of civilization. 3. (a) reads aloud stories from two different cultures. After reading the two stories, the students complete a Venn Diagram showing the similarities and differences between their preparation and celebration of Christmas from two cultural and historical perspectives. |

(b) provides students with a *KWL Chart* during social studies class before beginning a lesson on World War II. Before beginning to read the text, students complete what they know about World War II onto poster paper, butcher paper, or flip note. Then they complete the W-want to know column on different pieces of paper and post their results in the classroom. Teacher then has the students review each others' responses and allows time for classroom discussion. As they read the text, students take notes on information from the reading and modify concepts they thought they knew but were clarified through the text.

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