

Sixth Grade Reading Curriculum

First Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
2.1.1	Student will determine the meaning of unfamiliar words using knowledge of context and visual cues.			
KPBSD	Student will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meanings of a word (e.g., audience, auditory, audible).			
2.1.3	Student will obtain information using text features including pictures, illustrations, and text structure (e.g., bolded or italicized text, graphs, charts, headings, or subheadings).	Model use of graphic aids		
2.2.1 KPBSD	Student will locate information explicitly stated in narrative and informational text to answer literal comprehension questions.	Note taking skills		
2.5.1	Student will identify the main idea or central concepts in various types of texts.			
2.5.2	Student will locate information in narrative and informational text to answer questions related to main ideas or key details.	K-W-L Create outline		
2.6.2	Student will identify the sequence of steps in multi-step directions.	Reread for clarification		
2.3.1	Student will read orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print.(L)	Guided Reading		

2.8.1	Student will identify and describe plot, setting, characters, and point of view.	Story Map		
2.9.1	Student will distinguish fact from opinion in a text.	Compare/contrast		
2.9.3	Student will express own opinion about material read and support opinions with evidence from text.	Literature Circles Evaluate evidence from text		

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Second Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
2.1.4	Student will identify relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) identifying shades of meaning (e.g., happy, ecstatic), and analogies (L)	Guided Practice Small group work		
2.2.2	Student will self-monitor comprehension by formulating questions while reading (e.g., What circumstances influenced a character to make a specific decision?) (L)	Guided practice		
2.2.2	Student will reread difficult or relevant materials for clarification, confirmation, and correction. (L)			
2.2.3	Student will make inferences (e.g., predict logical outcomes, such as how would the story be different if...).	Partner Read/Share Inferences Chart		
2.4.1	Student will restate and summarize main ideas or events in correct sequence after reading a text	construct a topic outline, use graphic organizer		
R2.7.3	Student will identify and explain the use of literary elements and devices appropriate to genre (e.g., simile, metaphor, idioms, and personification).	Identify similarities and differences		
2.10.1	Student will identify author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards) by citing textual evidence.	3.B.8.2 Use digital tools to document sources appropriately.		

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Third Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
2.2.4	Student will draw conclusions based on information presented explicitly in text (e.g., cause and effect, character motivation, predictions).	Model Conclusion Chart Fact+Fact=Conclusion		
2.5.3	Student will locate references from the text that support understanding of a main idea (e.g., What event in history is similar to this one?). (L)			
2.7.3	Student will identify and explain the use of literary elements and devices appropriate to genre (e.g., rhyme, alliterations).	Guided Reading		
2.8.2	Student will compare and contrast plots, settings, and characters in a variety of works by a variety of authors.	use graphic organizers		
2.10.2	Student will identify themes in texts and make relevant connections to personal experiences, experiences of others, or other texts.			

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Fourth Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
2.11.1	Student will compare and contrast cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories). (L)	Read Alouds Guided Reading Independent Reading use graphic organizer		
KPBSD	Student will compare and contrast texts in different forms of genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			
KPBSD	Student will compare and contrast one author's presentation of events with that of another (e.g., memoir written by and a biography on the same person).			
KPBSD	Student will integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			