Reading Alignment--Grade 6

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| Reading Standards for Literature |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Key Ideas & Details |  |  |  |
| Narrative Text RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Analyzes text, citing evidence and making inferences | * Thinking Within the Text (Fountas & Pinnell) * Thinking Beyond the Text (Fountas & Pinnell) * Thinking about the Text (Fountas & Pinnell) |  |
| RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Determines central theme and summarizes using key details in the text. | * Retelling rubric (Fisher & Frey) * Anchor Chart (Brainstorm list of common themes in Literature) * Ideas for assessment:   \* Sticky Notes  \* Reader’s Response Journal  \* Buzzing (Turn & Talk)   * Theme/Idea Organizer (see attached file) | **Author’s Purpose**: Describe, Entertain, Explain, Persuade, Inform  **Theme (Big Idea)**: A novel’s theme is a one word *message* about life from the author to the reader.   * This should be ongoing throughout the year – used with every text. |
| RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | Describes development of plot and characters throughout a text. | * Retelling Rubric (Fisher & Frey) * Independent Reading assessment through individual conferences * Elements of a fiction story (see attached file – Story Map) * Summarization (see attached PDF for example) | Elements of a fiction story   * Protagonist/Antagonist * Exposition (setting, major &   minor characters)   * Rising Action, Climax,   Falling Action, Resolution |
| RL.6.IA1. employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for  comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | **Determining Importance**   * Importance vs. Interesting Details   **Questioning**   * Thick vs Thin Questions * Are the questions answered in the text or in the reader’s head?   **Inferences**   * Identify text clues that support the inference   **Visualizing**   * Recognize strong vocabulary from the text that help the reader create a picture of mood and the elements of the story   **Summarizing**   * Summarization (see attached PDF for example) | * Explicit modeling using picture book with graphic organizers |
| RL.6.IA.2. Read on level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. | Reads grade level text with sufficient accuracy and fluency to support comprehension. | * Benchmark Assessments (Fountas & Pinnell, Rubric, page 235) * **Thinkmarks** (see attached) * Reading Logs * Book Responses * Literature Letter * Book Talk * Book Recommendation * Interview with Students | Implementation of **Thinkmarks** should be used in conjunction with the daily lessons so that students are getting practice of strategy applications.  **Identifying Content Vocabulary** **in their Independent Reading**: Students are encouraged to identify content vocabulary from lessons in their Independent Reading. This should continue throughout the year. |
| Craft and Structure |  |  |  |
| RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | Determines the meaning of words and phrases. | Figurative Language Assessment (see attached) | **Literal (Connotative) Language:** Writing that means exactly what it says.  **Figurative Language:** Writing that goes beyond literal meaning of words. Language that helps to create pictures and images in the reader’s mind *(hyperbole, simile, personification, metaphor, onomatopoeia, pun, idiom, irony*).  **Identifying Content Vocabulary in their Independent Reading:** Students are encouraged to identify *Figurative Language Examples* in their Independent Reading. This should continue throughout the year. |
| RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Analyzes portions of text as it relates to the overall structure. | Text Structure: (see attached organizers)   * Cause/Effect * Question/Answer * Problem/Solution * Fact/Opinion * Compare/Contrast | Being a Writer: Poetry |
| RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. | Explains how an author develops the point of view. | **Being a Writer**: analyze author’s style  **Fiction Perspective Graphic Organizer** (see attached): This organizer may be used with any text to identify the varied perspectives of different characters and how those characters help to tell the story. | **Perspective**: Points of View (What do you see? What do I see? What do we see?) |
| Integrate Knowledge and Ideas |  |  |  |
| RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting (see and hear) when reading the text to what they perceive when they listen or watch. | Compares and contrasts modes of experiencing literary elements in text and media. | Close Reading using the poem “The Road Not Taken” (see attached) | “The Road Not Taken” by Robert Frost   * Students should listen to “The Road Not Taken” - YouTube |
| RL.6.8 (not applicable to literature) |  |  |  |
| RL.6.9 Compare and contrast texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Compares and contrasts texts in different genres. | **WWII**   * Compare and Contrast the poem “I am a Jew” with one of the WWII novels (see attached) | **Daniel’s Story**  **Devil’s Arithmetic**  **Hana’s Suitcase**  **No Pretty Pictures**  **Number the Stars**  **Escape from Warsaw**  **I Have Lived A Thousand Years** |
| Range and Text Complexity |  |  |  |
| RL.6.10 By the end of the year students will read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Reads and comprehends sixth grade level stories, dramas and poetry independently and proficiently.  Enjoys reading to self and others. | **Demonstrates positive reading habits and attitudes**   * Lists all texts (independent and class texts) on reading log * Is authentically engaged with text? (On-task analysis during Independent Reading) * **Thinkmarks –** accurately responds to “purpose” on Thinkmarks (see attached) | * Chooses books to read that reflect interests, including fiction and nonfiction * Reads books at home * Talks about books with friends, parents/guardians and teachers * Expands and integrates knowledge of diverse literature: realistic fiction, historical fiction, adventures, humor, poetry * Reads books at appropriate level |
| Reading Standards for Informational Text |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Key Ideas & Details |  |  |  |
| Informational Text RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Analyzes informational text citing evidence from text and inferences. | Thinking within the Text (Fountas & Pinnell)  Thinking beyond the Text (Fountas & Pinnell)  Thinking about the Text (Fountas & Pinnell) | WWII Unit Books  Kids Discover Magazines  Time Magazine for Kids  Tween Tribune |
| RI.6.2. Determine central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Summarizes informational text using key details and examples. | Tween Tribune Rubric (see attached)  Science in the News Rubric  Current Events Rubric (need)  [www.readwritethink.com](http://www.readwritethink.com)  [www.freeology.com](http://www.freeology.com) | Time for Kids  Science in the News  Current Events  Tween Tribune |
| RI.6.3. Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (through examples or anecdotes). | Analyzes development of individuals, events, and ideas. |  |  |
| RI.6.IA1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | Making Meaning  Comprehension Tool Kit  National Geographic  Comprehension Strategies (see attached) |  |
| RI.6.IA.2. Read on level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. | Reads grade level text with sufficient accuracy and fluency to support comprehension. | Grade Level Benchmarks (Fountas & Pinnell) |  |
| Craft and Structure |  |  |  |
| RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings. | Determines the meaning of content area vocabulary. | Vocabulary (Vocabulit, Making Meaning Vocabulary) |  |
| RI.6.5. Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. | Analyzes portions of text as it relates to the overall structure. | Making Meaning: Nonfiction Text Structure lessons |  |
| RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | Determines the author’s purpose and the development of text. | Making Meaning  Being a Writer: Author Interviews |  |
| Integrate Knowledge and Ideas |  |  |  |
| RI.6.7. Integrates information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | Uses multiple sources of information to demonstrate understanding of concepts. | * Being A Writer - Non-Fiction Unit * Thesis & Self Reflection Rubric (attached) | * Students write a thesis & reflection based on information gathered throughout a science unit |
| RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | Evaluates arguments and claims within text. | * Trace and evaluate the argument and specific claims in a text-social studies & writing-students learned about the powers of state and federal government, then applied the laws that they enforce with bullying laws in Time For Kids and other articles, and in their writing afterwards, support their reasons of evidence in a few paragraphs. * Being a Writer: Nonfiction Unit |  |
| RI.6.9. Compare and contrast one author's presentation of events with that of another (a memoir written by and a biography on the same person). | Compares and contrasts authors’ writing on the same topic. | Students read two newspaper articles about the same controversial issue, written from each point of view. They must then tell/write about the main issue and explain the benefits/drawbacks of each side. (CL) |  |
| Range and Text Complexity |  |  |  |
| RI.6.10 By the end of the year, read and comprehend literary non-fiction in the grades 6-8 in the text complexity band proficiently, with scaffolding as needed at the high end of the range. | Reads and comprehends sixth grade literary non-fiction independently and proficiently. | * Reads independently and shows excitement about reading * Chooses books to read that reflect interests, including fiction and nonfiction * Reads books at home * Talks about books with friends, parents/guardians and teachers * Sustains reading of chapter books, often more than one hundred pages, over several days * Expands and integrates knowledge of diverse literature: realistic fiction, historical fiction, adventures, humor, poetry * Reading Logs * **Expository Benchmarks (Fountas & Pinnell)** * Student Reference Book (EDM) – new math concepts |  |
| Language Standards |  |  |  |
| Conventions of Standard English  LC.6.1. Demonstrates commands of the conventions of Standard English. | Conventions LC.1 Applies conventions of grammar and usage. | a-e from ICC (grammar and usage) |  |
| LC.6.2. Demonstrates command of the conventions of mechanics, punctuation and spelling. | Applies conventions of mechanics, punctuation and spelling. | DOL  Daily Writing |  |
| Knowledge of Language  LK.6.3. Uses knowledge of language and its conventions when speaking, writing, reading or listening. | Applies language conventions when writing, reading, speaking or listening. | Varying sentence style, transition phrases, |  |
| Vocabulary  LV.6.4. Clarifies multiple meanings of words and phrases | Determines meaning of unknown and multiple meaning words and phrases. | Uses context as a clue to the meaning of word or phrase  Uses common, grade appropriate Greek or Latin affixes and roots as clues to meanings of the words (ex: audience, audible, auditory)  Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word  Verify the preliminary determination of the meaning of a work or phrase |  |
| LV.6.5. Understanding of figurative language, word relationships, nuances and word meanings. | Understands figurative language, word relationships, nuances and word meanings. | Interpret figures of speech (personification, metaphors, etc.) in context  Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand each of the words  Distinguish among the connotations (associations) of words with similar denotations (definitions) |  |
| LV.6.6. Acquire and use accurately grade appropriate general academic and domain specific phrases and words. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Determines the meaning of content area vocabulary | Vocabulary Assessments, Fountas & Pinnell Benchmark Assessment System, pages 359-389) |  |