

Martensdale-St. Marys Community School

Reading/Language Arts Curriculum

Standard 1: Students will use multiple strategies to read a variety of texts.
6th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. identify the characteristics of a variety of literary genres.	1. A.6.1: compare/contrast the differences in fiction and non-fiction text.	Guided reading Whole group reading Teacher modeling Read alouds Think alouds Shared reading Class discussion Venn Diagram Refer to genre chart Book share Reading goals A.R. Supplement Program	Book projects Anecdotal records Teacher observation Reading journals Rubrics Lit. circles Book Clubs Chart Logs/observation	
	1.B. 6.2: independently reads a significant number of books and text each year in a variety of genres (fiction/non-fiction) (C, MCGF, T, G)	Guided reading Whole group reading Teacher modeling Read alouds Think alouds Shared reading Class discussion Venn Diagram Refer to genre chart Book share Reading goals A.R. Supplement Program	Book projects Anecdotal records Teacher observation Reading journals Rubrics Lit. circles Book Clubs Chart Logs/observation	
B. identify similarities and differences in terms of setting, character, events, and recurring theme.	1.B.6.1: examine setting, characters, problem, important events, outcomes, and theme in a story	Teacher modeling Whole group reading Guided reading Read alouds	Book projects Anecdotal records Teacher observation	

		Venn Diagrams Story Maps Character Maps	Reading journals Authentic assessments Skills assignments Lit. circles Book clubs Inspiration software	
<i>C. make inferences by drawing conclusions, predicting outcomes from text and prior knowledge.</i>	1.C.6.1: question and write inferences and predicting to determine author's purpose	Teacher led discussion Student led discussion Whole group reading Guided reading Read alouds Think alouds Book clubs	Book projects Anecdotal records Teacher observation Reading journals Skills assessment	
<i>D. summarize, paraphrase, and sequence text to identify main idea and details.</i>	1.D.6.1: identify the main idea and supporting details of a passage	Whole group reading Guided reading Teacher modeling Model Guided practice Think alouds Charts	Book projects Anecdotal records Teacher observation Reading journals Graphic organizers Practice passages	
<i>E. scan and survey to get meaning from text.</i>	1.E.6.1: develop the skill of skimming and scanning passages	Story mapping Teacher modeling Whole group reading Guided reading Practice	Book projects Anecdotal records Teacher observation Reading journals Paired reading Book clubs	
<i>F. apply prior knowledge and relate it to new text.</i>	1.F.6.1: interpret schema through discussions in correlation with background knowledge	Teacher modeling Whole group reading Guided reading Shared reading Class discussion Pair share Book club/comprehension tools Practice strategies	Book projects Anecdotal records Teacher observation Reading journals	

<p><i>G. identify author's point of view and/or purpose.</i></p>	<p>1.G.6.1: apply reading strategies to identify author's purpose and point of view</p> <p>(C, MCGF, T, G)</p>	<p>Teacher modeling Whole group reading Guided reading Shared reading Book clubs/comprehension tools Practice strategies</p>	<p>Book projects Anecdotal records Teacher observation Reading journals</p>	
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Standard 2: Students will read with fluency, comprehension, and purpose in content areas.

6th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. monitor own reading fluency strategies.	2.A.6.1: manage his/her reading fluency by reading narrative and expository text both silently and aloud with appropriate pacing, intonation and expression to support comprehension (C, MCGF, T, G)	Choral reading Partner reading Reader's Theater Fluency activities Read passages orally and silently Book Clubs	Progress monitoring DIBELS Partner reading Book Clubs Rubrics Teacher observation	
B. demonstrate consistently pre-reading skills of previewing text, establishing a purpose for reading and making simple predictions.	2.B.6.1: differentiate text information to make predictions, visualize, questions and clarify	Guided reading Class discussions Model Think alouds Book Clubs	Teacher led discussion Reading journals Observation Strategy charts Rubrics	
C. make explicit mental pictures of concrete information.	2.C.6.1: analyze the 5Ws (who, what, when, where and why) in a variety of genres (C, MCGF, T, G)	Guided reading Whole group reading Model Independent/shared practice	Class discussion Writing products Graphic organizer Rubrics Authentic assessment	
D. determine meaning of unknown words.	2.D.6.1: determine context clues to understand words with multiple meanings	Guided reading Whole group reading Class discussion/model Reading Journals Vocabulary games	Modeling Vocabulary Games Observation Writing products	

		Think aloud	Skills assessment Rubrics	
	2.D.6.2: interpret reference materials to determine word meaning	Guided reading Whole group reading Class discussion/model Reading Journals Vocabulary games Think aloud	Modeling Vocabulary Games Observation Writing products Skills assessment Rubrics	
<i>E. demonstrates competence in vocabulary usage and word recognition.</i>	2.E.6.1: investigate and use a variety of strategies to expand reading vocabulary	Guided reading Mini lessons Reading journals Vocabulary strategies Vocabulary cards Vocabulary games	Reading journals Graphic organizers Rubrics Skills assessment Rubrics	
<i>F. consistently confirm and revise simple predictions about the text.</i>	2.F.6.1: formulate predictions periodically throughout reading (C, MCGF, T, G)	Guided reading Whole group reading Reading journals Class discussions Think alouds Journal	Graphic organizers Class discussions Reading journals Teacher observation	

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Standard 3: Students will demonstrate knowledge of process, purpose, and format in written work.

6th grade:

Benchmarks: The student will:	Grade Level Objective	Instructional Strategies	Assessments	Instructional Timeline
A. Demonstrate the ability to use descriptive language.	3.A.6.1: apply writing as a tool for learning by using descriptive nouns, verbs, adjectives, and adverbs (C, MCGF, T, G)			
A. draft, revise, edit, and publish a written composition conveying intended purpose.	3.B.6.1: apply an effective writing process and apply writing skills and strategies to effectively communicate in a variety of genres with various audiences 3.B.6.2: write on demand 3.B.6.3: engage in the information literacy process: assess, evaluate, and communicate information and ideas	Teacher modeling Guided practice Independent practice Peer editing	Writing samples Rubrics Journals	

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Standard 4: Students will use correct grammar, mechanics, spelling, and usage in written work.

6th grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. use conventions of print in writing.	4.A.6.1: applies technology as a tool to enhance writing (various resources). (T, G)	Teacher led discussion Teacher modeling Independent practice Guided practice Journal	Writing products Reading journals Teacher observation Skills assessment	
B. coordinate convention in written composition.	4.B.6.1: continue use of knowledge of the correct use of English conventions in his/her writing (spelling, punctuation, grammar, usage, syntax, and style appropriate to genre and writing situations)	Teacher led discussion Teacher modeling Independent practice Guided practice Daily Oral Language Journal Writing projects	Writing products Reading journals Teacher observation Rubrics	

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Standard 5: Students will consider purpose, audience, and roles in spoken communication.

6th grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. communicate clearly.	5.A.6.1: compose appropriate sentences (i.e., grammar, word choice, and enunciation in class discussion/presentations) 5.A.6.2: speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (various situations) 5.A.6.3: produce and deliver a coherent message (C, MCGF, T, G)	Teacher modeling Guided practice Independent practice Presentations Corrective feedback	Book projects Reading journals Rubrics Presentations Corrective feedback	
B. Apply appropriate delivery skills when listening or speaking.	5.B.6.1: demonstrate appropriate body language 5.B.6.2: participate appropriately in one-on-one situations and group settings 5.B.6.3: evaluate oral communication (C, MCGF, T, G) 5.B.6.4: respond appropriately to oral communication (C, MCGF, T, G)	Role playing Speeches Character Counts Teacher Modeling Real life/field trips	Book projects Reading journals Rubrics Corrective feedback	

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Standard 6: Students will use listening skills for interpretation, feedback, and analysis.

6th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. participate in discussions.	6.A.6.1: actively participate in oral communication by interpreting, evaluating, analyzing, and responding appropriately to oral communication (C, MCGF, T, G) 6.A.6.2: listens to establish, maintain, and enhance relationships (C, MCGF, G)	Partner sharing Teacher modeling Corrective feedback Think aloud	Book projects Rubrics Observation Corrective feedback	
B. use questions as a problem solving technique.	6.B.6.1: support ideas from generated questions relevant to text 6.B.6.2: listens for information and understanding. Asks questions to clarify understanding.	Teacher modeling Speeches Brainstorming Develop fat questions	Book projects Rubrics Observation Journal Skills assessment Save the Last Word activities Book Clubs	

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Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

6th grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. interpret connections between viewed media and course content.	7.A.6.1: examine the differences between literary forms and how they can be represented in visual narratives (T)	Compare and contrast (Venn diagrams) movies vs. books	Oral/Written lists Group discussion Rubric Observation	
B. apply technology to aid in comprehending viewed media.	7.B.6.1: apply a range of strategies to interpret and analyze visual media, and its effects on society and culture (T, MCGF, G)	Viewing literature in VHS/DVDs Listening to books on tape Digital notes Power point	Discussion Observation Rubric Venn diagram	
C. demonstrate his/her understanding of viewed media as a narrative form and evaluate.	7.C.6.1: will assemble and judge a variety of criteria to evaluate informational media and explain how literary forms can be represented in visual narratives (T)	Brainstorming lists Non-fictional analysis	Oral Participation Peer feedback Graphic organizer	

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Standard 8: Students will consider purpose, ethical concerns, and evaluative processes in research activities.

6th Grade:

Benchmarks: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. use a wide variety of strategies to identify topics to investigate.	8.A.6.1: create a list of topics of interest to write about (C, MCGF, T, G)	Brainstorming Interest inventory Teacher modeling Class discussion Journal	Reading projects Graphic organizers Inspiration software	
B. use multiple resources to find information for research topics.	8. B.6.1: habituate the use of a variety of reference materials as an aid in writing (dictionary, thesaurus, encyclopedia, technology). (T)	Internet use Use of reference materials to locate answers Model Guided practice Games Journal	Skills assignment Rubric Observation Journal	
C. compile information into a well written report or summary.	8.C.6.1: continue organizing information that reports on a given topic using note taking strategies (i.e., SQ3R) (C, T, G)	Reading journals Guided reading Classroom reading Model Note taking SQ3R Digital note taking Inspiration software Note cards	Rubric	