

Alaska State Standards/KGBSD Student Performance Objectives

Sixth Grade

State Standards Content/Performance	Student Performance Objectives	Extended Learning	Assessment
<i>B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.</i>		<i>Options for students who have acquired basic language arts skills at grade level.</i>	<i>The Gates MacGinitie Reading Assessment is used as a post test measure for each student in the spring. Alaska State Benchmarks is administered.</i>

<p>R2.9b Express opinions about a text and support these opinions with textual evidence.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics • Text structures such as illustrations, graphs, and headers • Self-monitoring and self-correcting strategies • Adjusting reading pace or style based on purpose, task, and type of text <p>R2.3 Read texts aloud w/rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print.</p>	<p>READING</p> <p>I. Reading Behaviors</p> <ol style="list-style-type: none"> 1. Read silently for longer periods of time daily 2. Select appropriate grade level books independently 3. Recommend books to others 4. Read a variety of text types <ol style="list-style-type: none"> 4.1 Classroom texts 4.2 Informational 4.3 Literature 4.4 Newspaper/magazine 4.5 Poetry 4.6 Electronic media 5. Re-read for understanding 6. Develop content reading study skills (SQ3R) (KWL-Know, Want to Know, Learned) 7. Read texts aloud w/rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print 	<p>Literature response groups</p> <p>Book projects</p> <p>Novels at level</p> <p>Battle of Books</p> <p>Publish own literature</p> <p>Act as reading tutors</p> <p>Reading response journals</p>	<p>Alaska State Writing Consortium Rubric</p> <p>Skills</p> <p>Book reviews</p> <p>Accelerated reading</p> <p>STAR Reading assessment (district-wide for new students)</p> <p>Reading tests</p> <p>Comprehension tests</p> <p>Cloze tests</p> <p>DOL</p> <p>Observation/interviews</p>
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<p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.1a Use a combination of the following to read and to comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics • Text structures such as illustrations, graphs, and headers • Self-monitoring and self-correcting strategies • Adjusting reading pace or style based on purpose, task, and type of text <p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics • Text structures such as illustrations, 	<p>II. Word and Structural Analysis/Decoding</p> <ol style="list-style-type: none"> 1. Independently integrate the main cueing systems in reading, using <ol style="list-style-type: none"> 1.1 Meaning (context) 1.2 Structure (language) 1.3 Visual phonetic cues 1.4 Own background knowledge 2. Apply rules of structural analysis (contractions, compound words, prefixes, suffixes, and plurals) 3. Know all letter/sound associations in all positions (i.e. controlled vowels, double consonants) 4. Use decoding strategies integrating word analysis skills to read 5. Know the rules to decode words by syllabication <p>III. Vocabulary</p> <ol style="list-style-type: none"> 1. Use word parts to determine meaning (i.e. root words, prefixes, suffixes, compound words, and contractions) 2. Identify and explain the parts of a dictionary 		

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<p>graphs, and headers</p> <ul style="list-style-type: none"> • Self-monitoring and self-correcting strategies <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.7 Explain the characteristics of the following:</p>	<p>3. Recognize the difference between standard and non-standard English</p> <p>4. Use context clues to determine the meaning of unfamiliar words</p> <p>5. Determine contextually appropriate meanings of multiple meaning words</p> <p>6. Use text and illustration to adjust and confirm meaning</p> <p>7. Identify antonyms, homophones, homonyms, and synonyms</p> <p>8. Use content-area and specialized vocabulary</p> <p>9. Use the thesaurus to replace given words with appropriate synonyms and to</p>		

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<ul style="list-style-type: none"> • Fiction and non-fiction • Prose and poetry, and • Four major genres of fiction: short story, drama, novel, and poetry <p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.4b Restate and summarize information or ideas from a text.</p> <p>R2.2a Infer meaning from text.</p> <p>R2.8b Compare and contrast plots, settings, and characters in a variety of works by a variety of authors.</p> <p>R2.9b Express opinions about a text and support these opinions with textual evidence.</p>	<p>expand vocabulary</p> <p>10. Form new words by combining prefixes and suffixes, roots, and base words</p> <p>11. Differentiate between connotation/denotation</p> <p>IV. Reading Comprehension/strategies</p> <p>1. Re-read to check comprehension</p> <p>2. Apply the use of context clues for comprehension</p> <p>3. Draw conclusions by recognizing the feelings, actions, traits, and motives of the character</p> <p>4. Evaluate the solution to a problem and draw conclusions</p>		

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<p>R2.2a Infer meaning from text.</p> <p>R2.9a Differentiate between fact and opinion. R2.9b Express opinions about a text and support these opinions with textual evidence. R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.4a Retelling stories in correct sequence.</p> <p>R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics • Text structures such as illustrations, graphs, and headers • Self-monitoring and self-correcting strategies <p>Adjusting reading pace or style based on purpose, task, and type of text.</p>	<p>5. Make inferences and draw reasonable conclusions</p> <p>6. Identify cause/effect or conflict/solution in text</p> <p>7. Retell in own words to make sense</p> <p>8. Define purpose for reading</p> <p>9. Scan table of contents/index/glossary</p> <p>10. Scan for specific information in content area books</p> <p>11. Interpret data, tables, graphs, illustrations</p> <p>12. Use appropriate strategies for different texts</p>		

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<p>connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.7 Explain the characteristics of the following:</p> <ul style="list-style-type: none"> • Fiction and non-fiction • Prose and poetry, and • Four major genres of fiction: short story, drama, novel, and poetry <p>R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures.</p> <p>R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.7 Explain the characteristics of the following:</p> <ul style="list-style-type: none"> • Fiction and non-fiction • Prose and poetry, and • Four major genres of fiction: short story, drama, novel, and poetry <p>R2.8b Compare and contrast plots, settings, and characters in a variety of works by a variety of authors.</p> <p>R2.8a Define and identify plots, settings, and characters in fiction.</p>	<p>denotation</p> <p>21. Interpret theme</p> <p>22. Recognize persuasion, propaganda, bias</p> <p>23. Evaluate author's purpose/point of view</p> <p>LITERATURE</p> <p>V. Literary Genres</p> <p>1. Select and read literature from a variety of genres</p> <p>VI. Literary Elements</p> <p>1. Recognize elements of fiction including character, character traits, plot,</p>		

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