

**6.R.1.1** Students can **expand** word meanings using word categories and word parts.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Use word categories to determine meaning
- Use word parts to determine meaning

**Verbs Defined:**

- Expand – extend

**Key Terms Defined:**

- Word categories – antonyms, synonyms, homonyms, acronyms, abbreviations
- Word parts – prefixes, suffixes, root words, root origins

**Teacher Speak:**

Students can expand (extend) word meanings using word categories (antonyms, synonyms, homonyms, acronyms, abbreviations) and word parts (prefixes, suffixes, root words, root origins).

**Student Speak:**

I can extend (expand) word meanings using:

- antonyms
- synonyms
- homonyms
- acronyms
- abbreviations (word categories) and
- prefixes
- suffixes
- root word
- root origins (word parts).

**Possible resources/references:**

*Words, Words, Words* – by Janet Allen - Teacher Use

**6.R.1.2** Students can **utilize** context to comprehend words with multiple meanings.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Use dictionary skills
- Use context clues

**Verbs Defined:**

- Utilize – make use of

**Key Terms Defined:**

- Context – words and/or passages

**Teacher Speak:**

Students can utilize (make use of) context (words and/or passages) to comprehend words with multiple meanings.

**Student Speak:**

I can make use of (utilize) words and/or passages (context) to comprehend words with multiple meanings.

**Possible resources/references:**

*I Read It But I Don't Get It* by Cris Tovani and Ellin Oliver King  
*Do I Really Have to Teach Reading?* by Cris Tovani

**6.R.2.1** Students can **utilize** direct and implied meaning to comprehend text.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Apply reading strategies such as:
  - connect to prior knowledge
  - question
  - visualize
  - monitor for meaning
  - infer
  - synthesize
  - determine importance

**Verbs Defined:**

- Utilize – make use of

**Key Terms Defined:**

- Direct meaning – denotation
- Implied meaning – connotation

**Teacher Speak:**

Students can utilize (make use of) direct (denotation) and implied (connotation) meaning to comprehend text.

**Student Speak:**

I can make use of (utilize) denotation (direct meaning) and connotation (implied meaning) to comprehend text.

**Possible resources/references:**

*Conversations* by Regie Routman

**6.R.2.2** Students can **demonstrate** the elements of fluency to comprehend text.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Apply elements of fluency to various genres:
  - fiction
  - nonfiction
  - poetry
  - drama

**Verbs Defined:**

- Demonstrate – show what I know by reading orally

**Key Terms Defined:**

- Elements of fluency:
  - Accuracy – correctness
  - Rate – words per minute
  - Expression – voice inflection
  - Phrasing - smoothness

**Teacher Speak:**

Students can demonstrate (show what I know by reading orally) the elements of fluency (accuracy, rate, expression, phrasing) to comprehend text.

**Student Speak:**

I can show what I know by reading orally (demonstrate) with:

- accuracy
- rate
- expression, and
- phrasing (elements of fluency)

to comprehend text.

**Possible resources/references:**

*Joyful Noise* by Paul Fleischmann - Student use

Possible activities: Reader's Theater, paired reading, choral reading

**6.R.3.1** Students can **describe** text structures to determine meaning in fiction, nonfiction, and poetry.

**Blooms Level:** Comprehension

**Learning targets to meet this standard:**

- Examine text structures such as:
  - compare/contrast
  - sequence
  - description
  - stanza
  - verse

**Verbs Defined:**

- Describe – explain in writing and/or speaking

**Key Terms Defined:**

- Text structures – the organizational patterns in text

**Teacher Speak:**

Students can describe (explain in writing and/or speaking) text structures (the organizational patterns in text) to determine meaning in fiction, nonfiction, and poetry.

**Student Speak:**

I can explain in writing and/or speaking (describe) the organizational patterns in text (text structures) to determine meaning in fiction, nonfiction, and poetry.

**Possible resources/references:**

**6.R.3.2** Students can **describe** literary elements to determine meaning in fiction, nonfiction, and poetry.

**Blooms Level:** Comprehension

**Learning targets to meet this standard:**

- Examine literary elements such as:
  - characterization
  - setting
  - conflict resolution
  - plot (rising/falling/climax)
  - theme
  - point of view

**Verbs Defined:**

- Describe – explain in writing and /or speaking

**Key Terms Defined:**

- Literary elements – features that contribute meaning to text

**Teacher Speak:**

Students can describe (explain in writing and /or speaking) literary elements (features that contribute meaning to text) to determine meaning in fiction, non-fiction, and poetry.

**Student Speak:**

I can explain in writing and /or speaking (describe) features that contribute meaning to text (literary elements) to determine meaning in fiction, non-fiction, and poetry.

**Possible resources/references:**

**6.R.3.3** Students can **describe** literary devices to determine meaning in fiction, nonfiction, and poetry.

**Blooms Level:** Comprehension

**Learning targets to meet this standard:**

- Examine literary devices such as:
  - figurative language (see glossary)
  - alliteration
  - onomatopoeia
  - idiom
  - imagery
  - foreshadowing
  - flashback

**Verbs Defined:**

- Describe – explain in writing and/or speaking

**Key Terms Defined:**

- Literary devices – techniques used to convey or enhance the text

**Teacher Speak:**

Students can describe (explain in writing and/or speaking) literary devices (techniques used to convey or enhance the text) to determine meaning in fiction, nonfiction, and poetry.

**Student Speak:**

I can explain in writing and/or speaking (describe) techniques used to convey or enhance the text (literary devices) to determine meaning in fiction, nonfiction, and poetry.

**Possible resources/references:**

**6.R.4.1** Students can **compare** and **contrast** text from different time periods, cultures, and historical events.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Locate and gather information to compare and contrast cultures
- Locate and gather information to compare and contrast time periods
- Locate and gather information to compare and contrast historical events
- Summarize information from expository text
- Compare and organize information from expository text

**Verbs Defined:**

- Compare – show in writing and/or speaking how information is similar
- Contrast – show in writing and/or speaking how information is different

**Key Terms Defined:**

- Cultures – groups of people based on age, gender, religion, ethnicity, and ways of life
- Time periods – time surrounding major events that influence culture
- Historical events – relating to past events

**Teacher Speak:**

Students can compare and contrast (show in writing and/or speaking how information is similar and different) text from different time periods (time surrounding major events that influence culture), cultures (groups of people based on age, gender, religion, ethnicity, and ways of life), and historical events (relating to past events).

**Student Speak:**

I can show in writing and/or speaking how information is similar (compare) and different (contrast) in text from different times that surround major events that influence culture (time periods), groups of people based on age, gender, religion, ethnicity, and ways of life (cultures), and relating to past events (historical events).

**Possible resources/references:**

See 6<sup>th</sup> grade Social Studies Standards

**6.R.5.1** Students can **compare** and **contrast** information on one topic from multiple informational texts.

**Blooms Level:** Synthesis

**Learning targets to meet this standard:**

- Locate, gather, and organize information from multiple print and electronic sources
- Identify similarities in information from multiple print and electronic sources
- Identify differences in information from multiple print and electronic sources
- Use expository, persuasive, and procedural text

**Verbs Defined:**

- Compare – show in writing and/or speaking how information is alike
- Contrast – show in writing and/or speaking how information is different

**Key Terms Defined:**

- Informational texts – nonfiction

**Teacher Speak:**

Students can compare and contrast (show in writing and/or speaking how information is alike and different) information on one topic from multiple informational (nonfiction) texts.

**Student Speak:**

I can show in writing and/or speaking how information is alike and different (compare and contrast) on one topic from multiple nonfiction (informational) texts.

**Possible resources/references:**

Historical Documents  
Essays  
Research Reports  
Letters To The Editors  
Editorials  
Bus Schedules  
Instruction Manuals  
Order Forms  
Graphs  
Tables  
Illustrations  
Graphic Organizers

**6.R.5.2** Students can **evaluate** the credibility of informational texts.

**Blooms Level:** Evaluation

**Learning targets to meet this standard:**

- Distinguish fact from opinion
- Determine author's purpose
- Determine credibility of various sources
- Use expository, persuasive, and procedural text

**Verbs Defined:**

- Evaluate – determine the importance or quality of

**Key Terms Defined:**

- Informational – nonfiction (see glossary)
- Credibility – truthfulness

**Teacher Speak:**

Students can evaluate (determine the importance or quality of) the credibility (truthfulness) of informational (nonfiction) texts.

**Student Speak:**

I can determine the importance or quality of (evaluate) the truthfulness (credibility) of nonfiction (informational) texts.

**Possible resources/references:**

Tabloids  
Newspapers  
Internet Sites  
Magazines

**6.R.5.3** Students can **utilize** sources to locate information.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Locate and identify primary sources
- Locate and identify secondary sources

**Verbs Defined:**

- Utilize – make use of

**Key Terms Defined:**

**Teacher Speak:**

Students can utilize (make use of) sources to locate information.

**Student Speak:**

I can make use of (utilize) sources to locate information.

**Possible resources/references:**

- Reference sources, including print and electronic materials:
  - letters
  - diaries
  - interviews
  - autobiographies
  - encyclopedias
  - biographies
  - text books
  - magazine articles
  - websites
  - CD-ROMs