



## GRADE 6- LITERACY MARKING PERIOD 4



### Key Terms for Students

Informal Language  
Volume  
Presenting  
Validity

Tone  
Rate  
Synthesize

Accuracy  
Thesis Statement  
Perspective

STANDARD	PERFORMANCE INDICATORS	ASSESSMENTS/EVALUATIONS	RESOURCES
6RS1.B	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Make connections between sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Graphic Organizer</li> <li>○ Oral Response to Text</li> </ul>	<ul style="list-style-type: none"> <li>○ Mentor Texts</li> <li>○ Various Texts and Articles</li> </ul>
6RS1.C	<ul style="list-style-type: none"> <li>• Read to collect and interpret data, facts and ideas from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent Reading Conferring Notes</li> <li>○ Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Library</li> </ul>
6RS1.E	<ul style="list-style-type: none"> <li>• Skim material to gain an overview of content or locate specific information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent Reading Conferring Notes</li> </ul>	<ul style="list-style-type: none"> <li>○ Mentor Texts</li> <li>○ Independent Reading Books</li> </ul>
6RS1.F	<ul style="list-style-type: none"> <li>• Use text features, such as headings, captions, and titles, to understand and interpret informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent Reading Conferring Notes</li> <li>○ Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>○ Magazines in School Library such as National Geographic Kids</li> </ul>
6RS1.G	<ul style="list-style-type: none"> <li>• Recognize organizational formats to assist in comprehension of informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent Reading Conferring Notes</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pgs. 194-196 – Using Graphic Organizers</li> <li>○ Academic Workout, pgs. 196-197 - Outlining</li> </ul>
6RS1.N	<ul style="list-style-type: none"> <li>• Apply thinking skills, such as define, classify, and infer, to interpret data, facts and ideas from informational texts, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent Reading Conferring Notes</li> <li>○ Reader’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pgs. 38-39 – Making and Inference</li> <li>○ Academic Workout, pgs. 32-33 – Classification</li> </ul>



## GRADE 6- LITERACY MARKING PERIOD 4



6RS1.O	<ul style="list-style-type: none"> <li>Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Conferring Notes</li> <li>Reader's Notebook</li> <li>Reading Response Letters</li> </ul>	<ul style="list-style-type: none"> <li>Various Texts and Articles</li> <li>Continuum of Literacy Learning</li> </ul>
6RS1.P	<ul style="list-style-type: none"> <li>Condense, combine, or categorize new information from one or more sources, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizer</li> <li>Independent Reading Conferring Notes</li> </ul>	<ul style="list-style-type: none"> <li>Mentor Texts</li> </ul>
6RS1.Q	<ul style="list-style-type: none"> <li>Draw conclusions and make inferences on the basis of explicit and implied information, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Inference Graphic Organizer, pg. 184 Holt Reader</li> </ul>	<ul style="list-style-type: none"> <li>"A Glory Over Everything", pg. 170</li> </ul>
6RS3.A.1 6RS3.A.2 6RS3.A.3 6RS3.A.4	<ul style="list-style-type: none"> <li>Evaluate information, ideas and opinions by:               <ul style="list-style-type: none"> <li>identifying a central idea and supporting details.</li> <li>precise and vague language.</li> <li>statement of fact, opinion and exaggeration.</li> <li>missing or unclear information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notebook</li> <li>Reading Response Letter</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Books</li> </ul>
6RW1.B	<ul style="list-style-type: none"> <li>Take notes to record and organize relevant data, facts, and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notebook</li> <li>Independent Writing Conferring Notes</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Books</li> <li>Graphic Organizer</li> </ul>
6RW3.B	<ul style="list-style-type: none"> <li>Use supporting evidence from text to evaluate ideas, information, themes or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Letters</li> <li>Graphic Organizer, pg. 146 – Holt Reader</li> <li>Middletown Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Academic Workout, pgs. 16-17</li> <li>Reacting and Connecting to the Text</li> <li>"Medusas Head", pg. 135 – Holt Reader</li> </ul>
6LCCS.D	<ul style="list-style-type: none"> <li>Ask questions to self-monitor comprehension, to clarify understanding, and to focus on reading.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Conferring Notes</li> <li>Reader's Response Letters</li> </ul>	<ul style="list-style-type: none"> <li>Academic Workout, pgs. 10-11</li> <li>Questioning</li> </ul>
	<ul style="list-style-type: none"> <li>Use a variety of texts to infer and analyze to support understanding of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notebook</li> <li>Independent Reading Conferring Notes</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Books</li> <li>Mentor Text</li> <li>Holt Reader</li> </ul>



## GRADE 6- LITERACY MARKING PERIOD 4



	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Connect, compare, and contrast ideas and information from one or more sources.</li> </ul>	<ul style="list-style-type: none"> <li>○ Writing Samples</li> <li>○ Independent Writing Conferring Notes</li> <li>○ Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>○ Mentor Texts</li> <li>○ Text Sets</li> </ul>
6W1.L	<ul style="list-style-type: none"> <li>• Answer questions about informational material and write accurate and complete responses, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>○ Holt Reader</li> </ul>
6LCCO.L	<ul style="list-style-type: none"> <li>• Adjust style of writing, including voice and language used, according to purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>○ Middletown Writing Rubric (voice &amp; word choice)</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pg. 115 – Revising for Word Choice</li> <li>○ Reuse for Voice &amp; Fluency, pg. 117</li> <li>○ Precise Words, pgs. 130-131</li> <li>○ Formal &amp; Informal English, pgs. 132-133</li> <li>○ Using Descriptive Writing, pgs. 138-141</li> <li>○ Mentor Tests that show great examples of voice and vivid language (ex: “Freak the Mighty” by Rodman Philbrick / “Eleven” by Sandra Cisneros)</li> </ul>
6LCCS.F	<ul style="list-style-type: none"> <li>• State or summarize a main idea and support it or elaborate on it with relevant details.</li> </ul>	<ul style="list-style-type: none"> <li>○ Web/Graphic Organizer based on: subject, main idea, details</li> <li>○ Independent Writing Conferring Notes</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pg. 37</li> </ul>
6RW1.F	<ul style="list-style-type: none"> <li>• Use paragraphing to organize ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Graphic Organizer (ex: Hamburger/Sandwich of how to write/construct a paragraph)</li> <li>○ Writing Samples</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pgs. 120-123 (paragraph parts)</li> <li>○ Academic Workout, pgs. 124-125 (paragraph development &amp; details)</li> </ul>



## GRADE 6- LITERACY MARKING PERIOD 4



6W1.C	<ul style="list-style-type: none"> <li>State a main idea and support it with details and examples.</li> </ul>	<ul style="list-style-type: none"> <li>Web/Graphic Organizer</li> <li>Middletown Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Academic Workout, pg. 37</li> </ul>
6W1.D	<ul style="list-style-type: none"> <li>Compare and contrast ideas and information from two or three sources.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>Use mentor texts such as “Wringer” by Jerry Spinelli, “The Giver” by Lois Lowry, “The City of Ember” by Jeanne DuPrau to discuss similarities and differences</li> </ul>
6W1.F	<ul style="list-style-type: none"> <li>Use paragraphing to organize ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>Academic Workout, pgs. 120-123 (paragraph parts)</li> <li>Academic Workout, pgs. 124-125 (paragraph development &amp; details)</li> </ul>
6W1.K	<ul style="list-style-type: none"> <li>Support ideas with examples, definitions, analogies, and direct references to the text, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing Conferring Notes</li> <li>Writing Samples</li> </ul>	<ul style="list-style-type: none"> <li>Academic Workout, pgs. 156-157</li> <li>Response to Literature</li> </ul>
6WC.3	<ul style="list-style-type: none"> <li>Analyze the impact of an event or issue from personal, peer group, and school community perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing Conferring Notes</li> <li>Student Writing</li> </ul>	<ul style="list-style-type: none"> <li>Academic Workout</li> <li>Teacher Modeling</li> </ul>
6W3.F	<ul style="list-style-type: none"> <li>Use precise vocabulary in writing analysis and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Samples</li> <li>Independent Writing Conferring Notes</li> <li>Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Books</li> </ul>
	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Response to Text</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Books</li> </ul>
6L1.A	<ul style="list-style-type: none"> <li>Following a sequence of instructions consisting of at least three steps when engaging in a task or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing Chart</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> </ul>



## GRADE 6- LITERACY MARKING PERIOD 4



6L3.A	<ul style="list-style-type: none"> <li>Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Conferring Notes</li> <li>Reader's Response Letters</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> <li>Academic Workout</li> <li>Continuum of Literacy Learning</li> </ul>
6L3.B	<ul style="list-style-type: none"> <li>Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening.</li> </ul>	<ul style="list-style-type: none"> <li>Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> <li>Various Texts and Articles</li> </ul>
6L3.C	<ul style="list-style-type: none"> <li>Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Student Writing</li> <li>Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> <li>Various Texts and Articles</li> </ul>
6L4.B	<ul style="list-style-type: none"> <li>Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice.</li> </ul>	<ul style="list-style-type: none"> <li>Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> </ul>
6LCL.B	<ul style="list-style-type: none"> <li>Listen attentively, for an extended period of time, to oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Note-Taking</li> </ul>	<ul style="list-style-type: none"> <li>Student Presentations</li> </ul>
6SS1.F	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use notes, outlines, and visual aids appropriate to the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Middletown Writing Rubric</li> <li>Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Books</li> </ul>
	<ul style="list-style-type: none"> <li>Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Middletown Writing Rubric</li> <li>Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Mentor Texts</li> </ul>
6SS2.D	<ul style="list-style-type: none"> <li>Use notes or outlines appropriately in presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Middletown Writing Rubric</li> <li>Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> </ul>
6SS3.C	<ul style="list-style-type: none"> <li>Persuade using appropriate language, tone, volume, and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>Student Presentation</li> <li>Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> </ul>
6S1.A	<ul style="list-style-type: none"> <li>Synthesize and paraphrase information.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing Conferring Notes</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> </ul>



## GRADE 6- LITERACY MARKING PERIOD 4



6S1.B	<ul style="list-style-type: none"> <li>• Make connections between sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Reader's Response Letters</li> <li>○ Oral Response to Text</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pgs. 16-17 (Reacting &amp; Connecting)</li> <li>○ Compare plot of two mentor texts such as "The Giver" by Lois Lowry and "Wrinker" by Jerry Spinelli</li> </ul>
6S1.C	<ul style="list-style-type: none"> <li>• Present reports of five to seven minutes for teachers and peers on topics related to any school subject.</li> </ul>	<ul style="list-style-type: none"> <li>○ Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher Evaluation &amp; Step by Step Process</li> </ul>
6S1.D	<ul style="list-style-type: none"> <li>• Summarize main points as part of the conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>○ Oral Response to Text</li> <li>○ Reader's Notebook</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout</li> <li>○ Teacher Modeling</li> </ul>
6S1.E	<ul style="list-style-type: none"> <li>• Use notes, outlines, and visual aids appropriate to the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>○ Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pg. 196 - Outlining</li> </ul>
6S2.A	<ul style="list-style-type: none"> <li>• Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems and play, to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>○ Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher Modeling</li> </ul>
6S3.A	<ul style="list-style-type: none"> <li>• Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements.</li> </ul>	<ul style="list-style-type: none"> <li>○ Reader's Response Letters</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pgs. 46-47 Evaluating</li> </ul>
6S3.C	<ul style="list-style-type: none"> <li>• Articulate a thesis statement and support it with details, examples, and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Writing Samples</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout, pgs. 146-149 – Persuasive Writing</li> <li>○ Academic Workout – pgs. 158-159 – Research Report</li> </ul>
6S2.D	<ul style="list-style-type: none"> <li>• Use notes or outlines appropriately in presentations.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students Notes or Outlines</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Workout</li> </ul>



## GRADE 6- LITERACY MARKING PERIOD 4



6S4.B	<ul style="list-style-type: none"> <li>Use the informal language of social communication.</li> </ul>	<ul style="list-style-type: none"> <li>Observational Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Model</li> </ul>
6LCCS.G	<ul style="list-style-type: none"> <li>Present point of view, such as the author's intended message, and support it with relevant details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Middletown Writing Rubric</li> <li>Writing Samples</li> <li>Independent Writing Conferring Notes</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Model</li> </ul>
	<ul style="list-style-type: none"> <li>Use the comprehension strategies to visualize, determine importance, and summarize to enhance understanding of informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Letters</li> </ul>	<ul style="list-style-type: none"> <li>Academic Workout, pgs. 24-25 - Visualizing</li> </ul>
6S3.A.1 6S3.A.2 6S3.A.3 6S3.A.4	<ul style="list-style-type: none"> <li>Evaluate information, ideas and opinions by:             <ul style="list-style-type: none"> <li>identifying: a central idea and supporting details.</li> <li>precise and vague language.</li> <li>statements of fact, opinion and exaggeration.</li> <li>missing or unclear information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Letter</li> <li>Independent Reading Conferring Notes</li> <li>Middletown Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Modeling</li> <li>Mentor Texts</li> </ul>