

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate basic concepts of print upper- and lower- case letters				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify individual letters. Activity: Use flash cards, letter tiles, and/or other manipulative when provided by the teacher. Vocabulary: letter, upper-case, lower-case, capital	Differentiate between upper- and lower-case letters in words. Activity: Use flash cards, letter tiles, and/or other manipulative in a small group. Vocabulary: word, upper-case, lower-case, capital	Create in writing upper-case and lower case letters of the alphabet. Activity: Practice writing upper and lower case letters in a writing activity with a partner.		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate basic concepts of print				
	<ul style="list-style-type: none"> Directionality 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate handling a book properly. Activity: Give a closed book upside down and backwards, open according to teacher commands ie: Turn the book over to the front Vocabulary: (right side up; opening cover; turning pages) with visual and oral teacher cues (Cultural Note: Some cultures start from back to front, right to left, and bottom to top.)	Demonstrate appropriate directionality. Activity: Give command to put your finger on the left side of the page and take your finger to imitate reading left to right. Vocabulary: (right side up; opening cover; turning pages) without teacher cues			
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> print tells story 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Demonstrate and recognize classmates' names. Activity: Match their own and their classmates' names in print with a teacher.	Recognize objects in print within the room. Activity: Connect print with objects in classroom and/or visuals in with teacher modeling.	Recognize leveled text in print. Activity: Use leveled text to connect print to story in small group.		
ST	CA2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

A Grade 6

Demonstrate basic **concepts of print**

- word by word matching

Print Concepts	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Mimic pointing to words in print.</p> <p>Activity: Observe teacher reading from a big book and pointing to each word.</p>	<p>Illustrate matching words to print.</p> <p>Activity: Follow along and repeat pointing to each word in student book while teacher reads and points out words from big book.</p>	<p>Identify words in print responding to oral instructions.</p> <p>Activity: Point to and identify known words in student book with a partner.</p>		

ST CA2, 3 1.5, 1.6

FR I 1a, K-4

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> • upper- and lower-case letters 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify upper and lower case letters.	Recognize between upper- and lower-case letters in words.	Differentiate between upper- and lower-case letters in words.		
	Activity: Identify upper and lower case letters using manipulatives when provided by the teacher. Vocabulary: letter, upper-case, lower-case, capital	Activity: Use flash cards, letter tiles, and/or other manipulatives with teacher modeling.	Activity: Pair upper-case with lower-case letters during class practice with a partner. Vocabulary: Match, pair, put together, same letter		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

A Grade 6

	Demonstrate concepts of print				
	<ul style="list-style-type: none"> • first and last letters in words 				
Print Concepts	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify letter position at the beginning and end or words.</p> <p>Activity: Use flash cards, letter tiles, and/or other manipulative when provided by the teacher.</p> <p>Vocabulary: beginning, first, last, final, ending</p>	<p>Demonstrate by writing beginning and ending letters from pictures or words.</p> <p>Activity: Select words and write words that start or end with the same letter with a partner</p> <p>Circle words from provided list that share the same first and/or last letters</p> <p>Stem: “The first and last letter are”</p> <p>Vocabulary: beginning, first, initial, last, final, ending</p>	<p>Recognize letter position in words within a sentence.</p> <p>Activity: Use sentence strips and/or other manipulative attaching letters to words in sentence to complete the spelling of the word with a partner.</p> <p>Stem: “The ba_ hi_ the _all.”</p>		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

A Grade 6

Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> spaces between words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify individual words in sentences. Activity: Circle or highlighting them with teacher modeling. Vocabulary: word, space, separate, before, after	Recognize individual words in paragraphs Activity: Circle or highlight spaces between words independently. Vocabulary: space, individual, separate			
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

A Grade 6

Print Concepts	<p>Demonstrate basic concepts of print</p> <ul style="list-style-type: none"> letter and word order 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify letter and word.</p> <p>Activity: Trace and copy letters, unscramble letter and word by matching teacher sample with teacher support.</p> <p>Vocabulary: beginning, first, last, middle, word, start, end.</p> <p>(Note: Students may come from other literacy backgrounds who do not read left to right.)</p>	<p>Recognize word order in simple sentences with visual support.</p> <p>Activity: Color-code in a simple text noun and verb in sentence as modeled by the teacher.</p> <p>Vocabulary: subject (person, place, thing) action word, 'to be', pronouns</p> <p>Structure: Subject-verb word order</p> <p>(Note: Students may come from other language backgrounds that do not follow a subject-verb-object order.)</p>	<p>Identify subject and verb in compound sentence structures.</p> <p>Activity: Color-code subject and predicates in a more complex text with small group.</p> <p>Vocabulary: subject, predicate, pronouns, preposition, adjective and adverb location (other parts of speech)</p> <p>Structure: English syntax, grammar</p>	<p>Illustrate word order in simple, compound, and complex sentences.</p> <p>Activity: Reorder a sentence with complex structures (prepositional phrases, appositives, complex-compound) with teacher modeling and peer assistance.</p> <p>Vocabulary: subject, predicate, pronouns (other parts of speech)</p>	<p>Analyze sentence word order for fragments and complete sentences.</p> <p>Activity: Recognize garbled syntax versus correct word order Reorder a sentence with complex structures (prepositional phrases, appositives, complex-compound) with support as needed.</p> <p>Vocabulary: subject, predicate, pronouns (other parts of speech).</p>
ST	A 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
A	Grade 6				
Print Concepts	Demonstrate concepts of print <ul style="list-style-type: none"> punctuation has meaning 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify basic punctuation marks with visual support.</p> <p>Activity: Use flash cards, posters, tiles, and/or other manipulative with teacher support.</p> <p>Vocabulary: period, question mark, exclamation point or mark</p>	<p>Identify punctuation marks and their purpose within groups of words and/or sentences.</p> <p>Activity: Give sentences and apply appropriate punctuation using visual support with teacher modeling</p> <p>Vocabulary: period, question mark, exclamation mark/exclamation point, comma, and quotation marks.</p>	<p>Identify punctuation marks and their purpose with leveled text using minimal support.</p> <p>Activities: Recognize tone related to sentence types, i.e. upper ending tone indicates questions.</p> <p>Give sentences or paragraphs and apply appropriate punctuation using visual support in small groups or with teacher modeling.</p> <p>(Cultural note: Many cultures do not use tone to indicate sentence types.)</p>		
ST	CA 2,3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 6				
Phonemic awareness	Demonstrate ability to hear and say separate sounds in words separate and say sounds in words				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize and recite beginning, medial and final sounds in words.</p> <p>Activity: Point to a letter at the beginning, in the middle or at the end of the word to demonstrate comprehension of a phoneme as modeled by teacher.</p> <p>Vocabulary: point. Beginning, middle, end Structure: Phonemes, syllabication</p> <p>(Note: Special emphasis may need to be placed on those phonemes not in first language.)</p>	<p>Identify and say sounds of words in familiar text.</p> <p>Activity: Produce the individual sounds in a word from a list of previously introduced sight words during classroom activity</p> <p>Vocabulary: say, repeat</p>	<p>Identify and say sounds of words in a variety of contexts, i.e. social studies vocabulary.</p> <p>Activity: Produce the individual sounds in a word from a list of familiar or sight words with a partner.</p> <p>Structure: Phonemes, syllabication</p>		
ST	CA 2,3 1.5, 1.6				
FR	I 1b, K-4				

1 Develop and apply skills and strategies to the reading process					
B	Grade 6				
Phonemic awareness	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> blend sounds to form words 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Blend individual letter sounds to create words. Activity: Point to the letters and say the isolated sounds (c-a-t) then blend back together to create the word following teacher example. Structure: syllabication	Produce individual sounds to decode unknown words. Activity: Make individual sounds orally and blend them into words with a partner. Vocabulary: listen, say, repeat,	Demonstrate individual sounds to decode unknown words. Activity: Produce orally blends from a list of unknown words independently. Note: Some cultures do not decode phonetically but learn more effectively through whole word (sight word) approach		
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, K-4				

1 Develop and apply skills and strategies to the reading process

B

Grade 6

Phonemic awareness

Demonstrate ability to hear and say separate sounds in words

- replace beginning and ending sounds to form new words

Basic Beginner

High Beginner

Low

Intermediate

High Intermediate

Advanced/Proficient

Create new words in a given word family by substituting the initial or final letter.

Apply beginning and ending sounds to new words from a leveled text.

Activity:

Use letter tiles, make new words by substituting initial and/or final letters with teacher modeling and say the sounds aloud as they build the word.

Activity:

Use letter tiles, make new words as the teacher dictates with minimal support. In a pair-activity match illustrations with minimal pairs.

Vocabulary: Say, listen, look, repeat, replace

Vocabulary: word family, beginning, ending, sound, replace, repeat, match

Structure: minimal pairs

ST CA 2, 3 1.5, 1.6

FR I 1a, K-4

1 Develop and apply skills and strategies to the reading process					
C Grade 6					
Phonics	Apply decoding strategies to “problem-solve” unknown words when reading				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and pronounce individual letter sounds of survival words.</p> <p>Activity: Use flash cards, letter charts, or other visuals. Practice decoding unknown words using initial, medial, and final letter sounds with teacher support.</p> <p>Vocabulary: alphabet, consonants, vowels</p>	<p>Identify and pronounce letter sounds and word chunks found in individual vocabulary words.</p> <p>Activity: Identify and pronounce letter sounds and word chunks found in individual written words in leveled texts. Use flash cards, letter charts, or other visuals as a class.</p>	<p>Generalize decoding strategies to unfamiliar words in unfamiliar leveled texts.</p> <p>Activity: Use previously learned decoding strategies such as letter sounds, blends and word chunks in leveled content text etc. with a partner. Use sentence strips or simplified sentences from content text with a group.</p>	<p>Demonstrate a variety of strategies to decode unknown vocabulary in words connected with paragraphs.</p> <p>Activity: Use modified content summaries with a partner.</p>	<p>Demonstrate a variety of strategies to decode unknown vocabulary words for a modified text.</p> <p>Activity: Use in classroom activities based on grade-level text with support as needed.</p>
ST	CA 2, 3 1.6				
FR	I 6b, 5-8				

1 Develop and apply skills and strategies to the reading process					
D		Grade 6			
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> with fluency, accuracy and expression 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Recite words fluently and accurately from previously known words.	Recite sentences of a known text and basic vocabulary with fluency, accuracy, and expression.	Read and recite paragraphs from a familiar text with fluency, accuracy, and expression.	Read accurately, fluently and with expression from various forms of leveled text. i.e. poems, plays, etc.	Read accurately, fluently and with expression from various forms of modified text. i.e. poems, plays, etc.
	Activity: Listen to parts of basic vocabulary that are known to the learner as teacher models fluency, accuracy, and expression	Activity: Recite sentences of basic vocabulary in a familiar text and along with teacher as teacher models fluency, accuracy, and expression in a small group.	Activity: Read paragraphs and basic vocabulary of familiar text with a partner after teacher models fluency, accuracy, and expression with a partner.	Activity: Read sections of familiar text in small group setting with teacher while practicing fluency, accuracy, and expression.	Activity: Apply knowledge of speed, punctuation, decoding skills, and inflections/expression in text materials. Use support as needed.
	Vocabulary: choral reading, fluency, expression, accuracy	Vocabulary: choral reading, fluency, expression, accuracy			
ST	CA 2,3 1.5,				
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
D	Grade 6				
Fluency	Read grade-level instructional text <ul style="list-style-type: none"> adjusting reading rate to difficulty and type of text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to text read at a normal rate.</p> <p>Activity: Listen to a simplified text read at correct rate by proficient reader, while tracking words with teacher.</p> <p>Vocabulary: listen, track, follow along, finger</p>	<p>Practice reading leveled texts with various rates.</p> <p>Activity: Read parts of various texts along fluent English speaking peers with different reading rates for various texts in a small group.</p>	<p>Demonstrate reading modified texts using various rates.</p> <p>Activity: Practice reading rates with partner in modified texts of varying difficulty after teacher models the various texts.</p> <p>i.e. social studies texts are read at a slower reading rate than fictional texts.</p>	<p>Differentiate appropriateness of reading rates from different types of modified texts.</p> <p>Activity: Read and adjust reading rate of various types of texts in small groups.</p>	<p>Assess appropriate reading rates of peers reading different types of grade-leveled texts.</p> <p>Activity: Apply knowledge of reading speed and fluency as it relates to the difficulty of various independent reading material. Supply support as needed.</p>
ST	CA 2, 3, 1.5				
FR	I 5a, 5-8				

1 Develop and apply skills and strategies to the reading process					
E	Grade 6				
Vocabulary	Develop vocabulary through text, using <ul style="list-style-type: none"> • root and affixes 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Develop vocabulary of simple common root words. Activity: Develop vocabulary of common root words/affixes using pictures, flash cards, word lists, and/or photographs with teacher modeling. Vocabulary: root word, suffix, prefix	Identify a list of common affixes and how they change the word meaning. Activity: Categorize words according to roots and affixes with graphic support. Structure: morphological affixes	Make new words using root words and affixes. Activity: Combine roots and affixes of target vocabulary to create meaningful words with peer support. Vocabulary: combine	Categorize words into parts of speech according to affixes. Activity: Write a definition of new target words that share roots and affixes using an affix chart with peer support.	Revise a paragraph for incorrect affixes. Activity: Write a definition of new target words that share roots and affixes using an affix chart independently or with support as needed. Vocabulary: deduce
ST	CA 2, 3 1.5, 1.6				
FR	I 6b, d, 5-8				

1 Develop and apply skills and strategies to the reading process

E Grade 6

Develop vocabulary through text, using

- context clues

Vocabulary	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify context clues in sentences with visual support.</p> <p>Activity: Matching a word with the illustrations or photographs with teacher assistance in small groups.</p> <p>Vocabulary: match,</p> <p>Stem: This word matches ...</p>	<p>Identify context clues in sentences with visual and oral support.</p> <p>Activity: Define new vocabulary of target word by identifying context clues embedded in a simple sentence.</p> <p>Vocabulary: match, context clue</p> <p>Stem: This word meansbecause....</p>	<p>Use context clues in controlled paragraphs to infer meaning.</p> <p>Activity: Give a choice between two oral and/or visual definitions with teacher modeling.</p>	<p>Explain strategies used to infer meaning through context clues.</p> <p>Activity: Connect paragraphs or text summaries, which may include visual support with a partner.</p>	<p>Apply strategies to infer meaning in modified text.</p> <p>Activity: Identify content-related word meanings found in grade-level content text, which includes visual support. Use teacher support as needed.</p>

ST CA 2, 3 1.5, 1.6

FR I 6b, d, 5-8

1 Develop and apply skills and strategies to the reading process

E Grade 6

Develop vocabulary through text, using

- glossary, dictionary and thesaurus

Vocabulary	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate unknown vocabulary words in text.</p> <p>Activity: Use a picture or student dictionary and glossary and with teacher support.</p> <p>NOTE: For all proficiency levels provide and use native language dictionaries when appropriate</p>	<p>Organize dictionary and glossary entries into categories.</p> <p>Activity: Match a list of vocabulary words with an entry example in a group.</p> <p>ie: Entry words Bank Basket Words found on page would be</p> <p>Bar Barrier Base</p>	<p>Create a glossary with simplified text.</p> <p>Activity: Use illustrations or words from a simplified text to define key vocabulary with a partner.</p>	<p>Demonstrate knowledge of vocabulary meanings by creating a glossary or dictionary.</p> <p>Activity: Use illustrations, words, or phrases to define key vocabulary from a leveled text with a partner.</p>	<p>Compare and contrast vocabulary.</p> <p>Activity: Use meanings from dictionaries, glossaries, and thesauruses when reading text. Support as needed.</p>

ST CA 2, 3 1.5, 1.6

FR I 6b, d, 5-8

1 Develop and apply skills and strategies to the reading process					
F	Grade 6				
Pre-Reading	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Discuss known words to help understanding.</p> <p>Activity: Preview visual aides and/or vocabulary lists to find already familiar words and concepts before introduction of content with native language support and/or with the teacher.</p>	<p>Demonstrate already known language with previous experience to increase comprehension.</p> <p>Activity: Share ideas and prior knowledge as the teacher records responses on KWL chart or other graphic predictor in a small group.</p>	<p>Differentiate between known and unknown words using previous experiences to aid in knowledge.</p> <p>Activity: Share ideas and prior knowledge on KWL chart or other graphic predictor in a small group.</p>	<p>Categorize known and unknown words with systems of classifications.</p> <p>Activity: Share ideas and prior knowledge on KWL chart or other graphic predictor with a partner.</p> <p>i.e.: Systems for grouping could be synonyms, antonyms, action verbs, nouns etc.</p>	<p>Combine new unknown words with already known words to aid in further comprehension.</p> <p>Activity: Record prior knowledge on KWL chart or other graphic predictor individually and with support as needed.</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F	Grade 6				
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • preview 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify concepts by previewing text features in a highly illustrated text with minimal words. Activity: Label book headings, captions, illustrations, and new vocabulary in a picture book with a teacher. Use related visuals prior to reading.	Discuss concepts by previewing book features in a simplified text. Activity: Point to features heading, captions, illustrations, and new vocabulary in a group Use text-related visuals prior to reading.	Describe content concepts by previewing a modified text. Activity: Use modified content materials prior to reading and use headings, captions, illustrations, and new vocabulary in a group to tell the story.	Elaborate content of a leveled text through previewing book features. Activity: Create pictures, diagrams, and graphs with a partner of a book in order to better understand the meaning of the story.	Analyze and predict content of grade level text through text features. Activity: Assess text features and vocabulary words to identify key concepts that are presented in order to better comprehend the story. Use teacher support as needed.
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process					
F Grade 6					
Pre-Reading	Develop and apply pre-reading strategies to aid comprehension				
	<ul style="list-style-type: none"> predict 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Illustrate possible outcomes given through text features.	Respond to a series of agree/disagree statements about pictures and features in a pictured text.	Create predictions about a simplified text.	Compose predictions with a partner from a modified text.	Defend predictions about the text based on pictures and text features.
	Activity: Draw a picture preview of a text guided with teacher instruction. Stem: “I think that ...” Vocabulary: draw	Activity: Interview opinions about possible predictions by the teacher about a text based on a picture preview. Stem: “I think that ...” Vocabulary: agree, disagree	Activity: Make up possible scenarios for the text based on a picture and feature preview with a group. Stem: “I predict . . .” Vocabulary: predict, prediction	Activity: Infer predictions based on pictures, text features, and known vocabulary and with a partner buddy write a paragraph to tell the end. Stem: “I anticipate. . . “ I expect	Activity: Choose multiple possible story endings by using features for clueing. Once a story ending is selected, create a debate exchange with those in the class that have opposing point of views. Use minimal support.
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a, 5-8				

1 Develop and apply skills and strategies to the reading process

F **Grade 6**

Develop and apply **pre-reading strategies** to aid comprehension
 ○ set a purpose and rate for reading

Pre-Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe as the teacher demonstrates reading rates.</p> <p>Activity: Listen to various types of text to a small group.</p> <p>Vocabulary: speed, fast, slow, even, uneven, choppy,</p>	<p>Share as large group the purpose of reading various types of material with various rates.</p> <p>Activity: Choral read text with the teacher.</p> <p>Vocabulary: purpose, rate, information, entertainment, leisure/pleasure, learning, persuasion, etc.</p>	<p>Determine the purpose for reading by previewing features with teacher support.</p> <p>Activity: Preview the text features in a teacher led discussion.</p>	<p>Analyze pictures, diagrams, graphs, and scan text with a partner in modified content materials.</p> <p>Activity: Use teacher-generated graphic organizers to determine the purpose in reading and an appropriate reading rate for simplified/modified, connected paragraphs or text summaries</p>	<p>Categorize pictures, diagrams, graphs, and scan text for vocabulary words and subject headings.</p> <p>Activity: Create graphic organizers to assist in determining the purpose in reading content and an appropriate reading rate in grade-level texts. Teacher support as needed.</p>

ST CA 2, 3 1.5 & 1.6

FR I 6a, 5-8

1 Develop and apply skills and strategies to the reading process					
G	Grade 6				
During Reading	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to teacher model self-questioning and correcting.</p> <p>Activity: Use pictures, flip books and/or other visuals and manipulatives.</p> <p>Vocabulary: Questions appropriate for all proficiency level Who What When Where</p>	<p>Recognize and select appropriate self-questions and begin to self-correct errors.</p> <p>Activity: Audio record question and go back to listen for errors with teacher input and discuss corrections with a partner.</p> <p>Vocabulary: Why How</p>	<p>Demonstrates use of self-questions and self-correction within a simplified text.</p> <p>Activity: Write simple questions to address text read in a small group and give them to a partner to answer. Check and compare answers to see if they are the same.</p> <p>Stem: “Who is in this story?”</p>	<p>Construct self-questions about a modified text.</p> <p>Activity: Write complex questions with a partner to address text with activities such as sticky notes, reading log, and think-pair-share. Pass the questions around in a group and compare group answers to see who are same/different or need correcting.</p> <p>Stem: “Why is Justin scared of the dark?”</p>	<p>Generate questions and self-correction of errors when reading a grade-level text.</p> <p>Activity: Write questions with errors and give to a partner to identify and correct the errors. Guided by teacher if needed.</p> <p>Stem: “When John did go with the show?”</p>
ST	CA 2, 3 1.5 & 1.6				
FR	I 6a-c, 5-8				

1 Develop and apply skills and strategies to the reading process

G Grade 6

During reading utilize strategies to

- infer

During Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond to simple questions that require inference for the answer.</p> <p>Activity: Use visual support modeled by the teacher. Hold up the picture of a wet dog and ask “Is it raining?” Answer with simple yes or no.</p> <p>Stem: “Is he/she/it ____?”</p>	<p>Respond to guided questions that require inference from simplified text.</p> <p>Activity: Answer orally in simple one or two word response to a simple inference question. (Use adjectival or adverbial clauses for answers.)</p> <p>Stem: “How does, _____ feel? Karen feels happy about her baby. Why is he/she____? Why does ____?”</p>	<p>Create complete answers to inference questions from a modified text.</p> <p>Activity: Answer teacher-generated inference questions orally in a simple response; then write a simple sentence to parallel the oral answer with a partner.</p> <p>Vocabulary: Author’s purpose, Reading between lines, Guess</p> <p>Stem: “I know _____ because? What do you think? If _____ then _____”</p>	<p>Make complete answers that infer and comprehend a leveled text.</p> <p>Activity: Respond orally to student-generated questions. Check answered inference questions in a group. Compare and contrast answers with a partner.</p> <p>Vocabulary: Infer, Details, Evidence</p> <p>Stem: “How do you know ____? I know _____ because...”</p> <p>Structure: Conditionals tense</p>	<p>Create inference questions about a grade-level text.</p> <p>Activity: Write complex questions that could have one or two possible inferences. Analyze why the questions could have multiple answers. Debate which answer is the best. Support as needed.</p>

ST CA2, 3 1.5, 1.6

FR I 6a-c, 5-8

1 Develop and apply skills and strategies to the reading process

G Grade 6

During reading utilize strategies to
 ○ visualize

During Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Envision a word or phrase.</p> <p>Activity: Label, illustrate, or act out a word or phrase from a picture text presented by the teacher.</p> <p>Vocabulary: Draw Picture Act out Close your eyes In your head</p>	<p>Describe or illustrate a sentence from a simple text.</p> <p>Activity: Draw an image of what the teacher describes. Show the picture to a peer and see if the partner agrees with the image of the matched picture.</p> <p>Vocabulary: Draw Picture Act out Close your eyes In your head</p>	<p>Construct sentences that create a visual support of a modified text.</p> <p>Activity: Display the completed pictures and discuss similarities and differences of each group member’s illustration.</p> <p>Vocabulary: Visual Visualize Illustrate</p>	<p>Design a scene or paragraph in a leveled text.</p> <p>Activity: Display the completed pictures and compare and contrast with a partner shared characteristics and those that are different.</p> <p>Vocabulary: Pretend Imagine Make-believe</p>	<p>Compose a scene from a grade-level text.</p> <p>Activity: Act out the scene or play the game where a classmate re-enacts the clue or strategy supplied for understanding. Support as needed.</p>

ST CA 2, 3 1.5 & 1.6

FR I 6a-c, 5-8

1 Develop and apply skills and strategies to the reading process

G Grade 6

During reading utilize strategies to

- predict and check using cueing systems
 - meaning
 - structure
 - visual

During Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate visual cues to assist while reading visually-supported text.</p> <p>Activity: Focus on beginning letters and picture cues when encountering unfamiliar basic vocabulary.</p> <p>Vocabulary: Look Think Right Wrong Yes No Answer In check</p>	<p>Identify visual and meaning cues to assist while reading.</p> <p>Activity: Highlight punctuation and key vocabulary (meaning cues) to assist when reading leveled text or isolated sentences.</p>	<p>Interpret visual, meaning, and structural clues to assist while reading.</p> <p>Activity: Use meaning and English syntax in determining correctness of what is read when reading a leveled text.</p> <p>Vocabulary: Visualize Predict Correct incorrect</p>	<p>Assess and select appropriate cueing system when reading leveled text.</p> <p>Activity: Read a passage of modified text and record your use of visual (punctuation), structural and meaning cues on a teacher-generated graphic organizer or set of questions with a partner.</p>	<p>Apply appropriate cueing system when reading grade level text.</p> <p>Activity: Utilize correct cuing system with minimal assistance.</p> <p>Vocabulary: Assumption</p>

ST CA 2, 3 1.5 & 1.6

FR I 6a-c, 5-8

1 Develop and apply skills and strategies to the reading process

H Grade 6

Apply post-reading skills to comprehend text

- question to clarify

Post-Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond to yes/no questions.</p> <p>Activity: Respond verbally to simple questions in teacher led activity after reading a visually supported text.</p> <p>Vocabulary: True False Yes/no</p> <p>Cultural Note: All cultures do not respond to yes/no questions in the same fashion.</p>	<p>Identify or recognize simple <i>wh</i>-questions.</p> <p>Activity: Match the teacher’s oral questions to their written equivalent with a partner about a leveled text.</p> <p>Vocabulary: I don’t understand, do you understand? Who What Where When Why How</p>	<p>Generate and respond to <i>wh</i>-questions.</p> <p>Activity: Write and respond to simple questions in a small group about a modified text with teacher support.</p> <p>Vocabulary: I don’t understand, do you understand? Who What Where When Why How</p>	<p>Create and respond to a variety of questions.</p> <p>Activity: Create and answer questions about a modified text with a partner and teacher support.</p> <p>Vocabulary: I don’t understand, do you understand? Who What Where When Why How</p>	<p>Compose and respond to a series of questions to clarify meaning.</p> <p>Activity: Answers questions from a variety of texts with minimal teacher support.</p>

ST CA 2, 3 1.6 & 3.5

FR I 3c, e, 4c, 6a, c, 5-8

1 Develop and apply skills and strategies to the reading process					
H	Grade 6				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> reflect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>State opinion of likes and dislikes in response to a visually supported leveled text.</p> <p>Activity: Match visual representations (faces) of opinion statements to agree/disagree or yes/no with teacher modeling.</p> <p>Stem: “I did (not) like...” “I do (not) like”...</p>	<p>Indicate a preferred response in reflection to a teacher read leveled text.</p> <p>Activity: Complete a Stem response with provided options/opinions in a small group.</p> <p>Stem: “I did (not) like because...” “I do (not) like because...”</p>	<p>Create simple, reflective responses to a simplified text.</p> <p>Activity: Write a reflective journal with supporting evidence as a class</p> <p>Vocabulary: Reflect, evidence, details, examples, dialectic journals</p>	<p>Create a constructive response with supportive evidence to a modified text.</p> <p>Activity: Use highlighters to identify evidence/details of a previous prompt or question while reading; use sticky notes for additional comments. Write a CR with a partner.</p> <p>Vocabulary: Transitional words Supporting Evidence</p>	<p>Create a constructive response to reflect with supportive evidence on grade level text.</p> <p>Activity: Write a dialectic journal to justify your reflection of reading</p> <p>Vocabulary: Transitional words Supporting Evidence</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process

H Grade 6

Apply post-reading skills to comprehend text

- analyze

Post-Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story events by analyzing events using a pictorial representation of text.</p> <p>Activity: Select words/pictures from a group that analyze details in modified materials with teacher modeling and support.</p>	<p>Discuss story events and analyze through the use of picture cards created from text illustrations.</p> <p>Activity: Brainstorm a list of words to analyze details/events in a modified text as a group.</p> <p>Stem: “This picture shows ...” “I thought/felt ... about the story.”</p>	<p>Organize events of a story for discussion.</p> <p>Activity: Use graphic organizers to categorize or sequence events (timeline) based on modified text with a partner.</p> <p>Vocabulary: sequence, plot, setting, etc.</p>	<p>Debate analysis of story events.</p> <p>Activity: Discuss prompts with a partner of a modified text.</p> <p>Stem: Discussion prompt: “Why did the author choose the particular setting for the story?”</p>	<p>Defend analysis of story events based on personal analysis.</p> <p>Activity: Demonstrate personal reflections based on grade-level text with minimal support.</p>

ST CA 2, 3 1.6 & 3.5

FR I 3c, e, 4c, 6a, c, 5-8

1 Develop and apply skills and strategies to the reading process					
H	Grade 6				
Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> draw conclusions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story by drawing conclusions from events using a pictorial representation of text.</p> <p>Activity: Chart sequence of story events as a class and illustrate the conclusion using transitional words (first, second, third...).</p>	<p>Discuss story events and draw conclusions of a visually supported leveled text.</p> <p>Activity: Chart sequence of story events from a provided list of possible conclusions and transitional words (before, after, in conclusion, at the end, finally) with a partner.</p>	<p>Write a new conclusion to a previously-read leveled text.</p> <p>Activity: Complete or rewrite a new text in small groups by composing a final paragraph.</p> <p>Vocabulary: ending, conclusion</p>	<p>Discuss conclusions.</p> <p>Activity: Create a new ending to a modified story with a partner and/or answer questions regarding modified text.</p>	<p>Defend conclusions of story events based on facts.</p> <p>Activity: Answer text questions in complete sentences that are labeled “Drawing Conclusions” after class discussion of the chapter/material.</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process

H Grade 6

Post-Reading	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> summarize 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall text by summarizing events using a pictorial representation or a visually supported text.</p> <p>Activity: Compose a pictorial summary of a shared reading with the teacher.</p> <p>Vocabulary: Beginning Middle End Summarize Main idea Summary</p>	<p>Discuss text and summarize the story using sentences from the modified text.</p> <p>Activity: Compose summary using sentence strips a shared reading, with teacher prompting and writing.</p> <p>Vocabulary: Beginning Middle End Summarize Main idea Summary Details Shorten form</p>	<p>Restate events of text by using a graphic organizer.</p> <p>Activity: Develop an outline of a modified text in a small group.</p> <p>Vocabulary: Delete Remove Outline</p>	<p>Compose a short summary of text.</p> <p>Activity: Write, in pairs, a 40-word summary (transition words; nouns and verbs that express key information) of a modified text after highlighting key information.</p> <p>Vocabulary: Eliminate Delete Omit</p>	<p>Compose a summary of text.</p> <p>Activity: Write a 100-word summary (transition words; nouns and verbs that express key information) of a text after highlighting key information.</p> <p>Vocabulary: Eliminate Delete Omit Vocabulary: Eliminate Delete Omit</p>
ST	CA 2, 3 1.6 & 3.5				
FR	I 3c, e, 4c, 6a, c, 5-8				

1 Develop and apply skills and strategies to the reading process

H Grade 6

Apply post-reading skills to comprehend text

- paraphrase

Post-Reading	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recall story by clustering main events using a pictorial representation of text.</p> <p>Activity: Match pictured events (beginning, middle, and end) with corresponding sentence strips.</p> <p>Vocabulary: Match</p>	<p>Restate leveled text orally using key words/short phrases.</p> <p>Activity: Highlight key words as a class, write a sentence to paraphrase in small groups, share with class and select the best phrase</p> <p>Vocabulary: Same Different Own words Synonyms Paraphrase</p>	<p>Compose an oral and/or written summary using simple sentences from a modified text.</p> <p>Activity: Use synonyms/thesaurus to modify sentences from a text with minimal assistance</p> <p>Vocabulary: Synonyms Restate thesaurus Rewrite Another way Substitute</p>	<p>Paraphrase reading selections from modified texts.</p> <p>Activity: Use outline to write, in pairs, a paraphrased paragraph (transition words; nouns and verbs that express key information) of a leveled-text after highlighting key information.</p> <p>Vocabulary: Paraphrase</p>	<p>Paraphrase reading selections from grade-level text in own words with minimal support.</p> <p>Activity: Write a paraphrase essay (transition words; nouns and verbs that express key information) of a grade leveled-text after highlighting key information. with minimal teacher support</p> <p>Vocabulary: Paraphrase</p>

ST CA 2, 3 1.6 & 3.5

FR I 3c, e, 4c, 6a, c, 5-8

1 Develop and apply skills and strategies to the reading process					
I	Grade 6				
Making Connections	Compare contrast and analyze connections between <ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify fiction and non-fiction works using a graphic organizer.	Demonstrate differences and similarities of leveled text.	Compare and contrast two leveled texts on a same topic.	Analyze modified texts on the same topic.	Analyze grade-level texts.
	Activity: Create illustrations to complete a Venn comparing previously read, visually supported texts as a class.	Activity: Use graphic organizer to compare information/events of a same event from two sources in small groups	Activity: Use a graphic organizer and write a paragraph with a partner.	Activity: Write a paragraph comparing/contrasting two texts using a graphic organizer.	Activity: Compare/contrast two texts and explain the reasoning with minimal teacher support.
	Vocabulary: Similar to, Different from, Same, Real/Not real True/Not true	Vocabulary: Fiction Nonfiction Alike Same	Vocabulary: Compare Contrast		
Note: fiction to fiction non-fiction to non-fiction fiction to non-fiction	Structure: coordinating conjunctions: and, but	Structure: coordinating conjunctions: and, but, or, nor, for, yet; compound sentence structure		Structure: coordinating conjunctions: and, but, or, nor, for, yet; compound sentence structure, complex sentences	
ST	CA 2, 3 1.5, 1.6, 3.5, 1.9				
FR	I 1b, e, II 1c, f, III 2d, 5-8				

1 Develop and apply skills and strategies to the reading process

I Grade 6

Compare contrast and analyze connections between

- text ideas and own experiences

Making Connections	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recount personal experiences to visually supported text.</p> <p>Activity: Describe own experience using visuals to access background knowledge with teacher support and oral repetition.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate I//Me/My/Mine He/him She/her You/we/us They /them</p>	<p>Relate personal experiences to leveled text using a graphic organizer.</p> <p>Activity: Use Venn Diagram to compare and contrast individuals/situations in leveled text and personal experience using visual representations and simple sentences with teacher support.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate Connect I//Me/My/Mine He/him She/her</p>	<p>Connect personal experiences to leveled text using a graphic organizer.</p> <p>Activity: Compare and contrast modified materials and those from own experiences and analyze events of each in small groups with teacher support.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate Connect I//Me/My/Mine He/him She/her You/we/us They /them</p>	<p>Compare, contrast and analyze own experiences to a leveled text.</p> <p>Activity: Use a graphic organizer to make connections, write comparative sentences with a partner and teacher modeling.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate Connect And/but/or Nor/for/yet</p>	<p>Compare and contrast grade level text with own experiences and analyze events of each.</p> <p>Activity: Write a comparative analysis with minimal support.</p> <p>Vocabulary: Alike/different Same Compare/contrast Experience Relate Connect And/but/or Nor/for/yet</p>

ST CA 2, 3 1.5, 1.6, 3.5, 1.9

FR I 1b, e, II 1c, f, III 2d, 5-8

1 Develop and apply skills and strategies to the reading process					
I	Grade 6				
Making Connections	Compare contrast and analyze connections between <ul style="list-style-type: none"> text ideas and the world reflected within a cultural and historic time frame 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify setting of a visually supported text.	Interpret information and events in leveled text connecting world issues.	Categorize information and events in leveled text connecting world matters.	Analyze information and events in leveled text.	Analyze information and events in a grade level text.
	Activity: Locate <i>place</i> on a world map and look at visual timeline of events during that time period as a class.	Activity: Locate features related to text on globe and/or map, label timeline with historical date in relationship to text in small groups.	Activity: Use graphic organizer to discuss cultural and/or historical significance of text to its time frame and to present with a partner.	Activity: List events from timeline on a Venn Diagram to compare the differences of the two time periods and write and/or discuss similarities and differences with a partner.	Activity: Use graphic organizer for details to include in compare/contrast writing.
	Vocabulary: Writer Map Find world	Vocabulary: Author Locate Label world events	Vocabulary: Future Past Repeat	Vocabulary: Venn Compare Contrast	
ST	CA 2, 3 1.5, 1.6, 3.5, 1.9				
FR	I 1b, e, II 1c, f, III 2d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

A Grade 6

Locate

- interpret and apply information in title, pictures, table of contents and glossary

Text Features	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify the title, picture, table of contents and glossary of text.</p> <p>Activity: Identify text features as a class:</p> <p>Title of book The author’s name Table of contents Chapter heading Copyright date Illustrator’s name Number of pages</p> <p>Vocabulary: Find Point</p>	<p>Label title, picture table of contents and glossary.</p> <p>Activity: Identify, discuss and match text features with teacher assistance such as:</p> <p>Title of book The author’s name Table of contents Chapter heading Copyright date</p> <p>Vocabulary: Match Connect</p>	<p>Locate the title/picture to identify books, categorize by type (i.e. fiction, non-fiction) to infer content.</p> <p>Activity: Locate with a partner or group and Organize on a chart text features from different texts such as:</p> <p>Title of book The author’s name Table of contents Chapter heading Copyright date Illustrator’s name Captions Diagram/charts Glossaries/indices</p>	<p>Locate the title/pictures to identify books, categorize them and infer content. Use glossary and table of contents with teacher prompting.</p> <p>Activity: Explain the relationship between the text and a graph or caption within the text and why the author chose to use that text feature.</p>	<p>Explain the importance of the information found in title, pictures, table of contents, and glossary from two different texts</p> <p>Activity: Compare various texts focusing on specific information such as title, pictures, table of contents and glossary using a teacher prepared graphic organizer.</p>

ST CA 2, 3 1.5, 1.6

FR I 1a, 2 d, 5-8

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
A Grade 6					
Text Features	Locate <ul style="list-style-type: none"> recognize the text features of fiction, poetry and drama in grade-level text 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify a short poem, play, or fictional work of visually modified texts.	Identify literary genres (i.e. fiction, poetry, play) based on text features.	Locate and recognize the text features of poetry, drama in modified text.	Identify literary genres based on modified text features and explain reasoning.	Identify literary genre and explain reasoning based on text features.
	Activity: Label examples of text features from fiction, poetry and drama as a class	Activity: Match examples of text features from fiction, poetry and drama with the genre as a class.	Activity: Identify differences in punctuation rules and formatting among modified fiction poetry and drama with a partner.	Activity: Use graphic organizer to compare aspects of different forms of poetry, fiction, and drama with minimal assistance.	Activity: Revise short passages from a fiction text into a drama or poetic form
	Vocabulary: Fiction Drama Poetry	Vocabulary: Indent Stanza Sections Characters Parts Dialogue	Vocabulary: Indent Stanza Sections Characters	Vocabulary: Punctuation Formatting Spacing Semicolon Colon	Vocabulary: Italicized Parenthesis Ellipses Genre
ST	CA 2, 3 1.5, 1.6				
FR	I 1a, 2 d, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times					
C Grade 6					
Text Elements	Use details from text to <ul style="list-style-type: none"> analyze the influence of setting on characters, plot and resolution (conflict and climax) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify setting and in a visually supported modified text.	Identify basic plot elements a modified text.	Describe setting and characters in a modified text to explore a relationship between the two.	Analyze the relationship that exists between setting and plot in a modified text.	Compose a summary of which the influence of setting on characters, plot, and resolution are explained.
	Activity: Copy a plot diagram or setting graphic organizer to label setting and characters as a class.	Activity: Use a plot diagram to chart plot elements while reading the story as a class.	Activity: Complete a cause/effect graphic organizer to describe setting and how time/place/mood/atmosphere affect characters' thoughts, actions, behaviors with a partner.	Activity: Write a dialectic journal about setting details and how they influence plot progression with teacher modeling.	Activity: Use dialectic journals to write about setting influences; peer edit, read aloud in small groups with minimal support.
	Vocabulary: Setting Time Place Character	Vocabulary: Setting Characters Conflict Problem	Vocabulary: Characteristics Behaviors Influence Cause/effects Turning point Resolution Problem solved	Vocabulary: Dialectic journal (DJ)	
ST	CA 2, 1.6, 2.4, 3.1, 3.4, 3.5, 3.7				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C Grade 6

Text Elements	Use details from text to <ul style="list-style-type: none"> explain cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Match cause and effect relationships.</p> <p>Activity: Match pictorial relationships in a small group, labeling key vocabulary.</p> <p>i.e. a picture of a tornado and another picture of destruction; rain-rainbow, etc.</p> <p>Vocabulary: Cause Effect</p>	<p>Identify cause and effect using a visually supported modified text.</p> <p>Activity: Complete a graphic organizer as a class while reading text aloud.</p> <p>Vocabulary: Cause Effect Graphic organizer</p>	<p>Explain a cause and effect relationship using modified text.</p> <p>Activity: Complete Stems with details about the cause of an event/behavior with a partner.</p> <p>i.e. The boy ran away because.....</p> <p>Vocabulary: Cause because Effect</p> <p>Structure: conjunctions</p>	<p>Write a paragraph about cause/effect from a modified text.</p> <p>Activity: Use details from a graphic organizer to write/explain to a partner about events in a text. Cooperative “Rallyrobin” for sharing.</p>	<p>Describe cause/effect events from a grade-level text.</p> <p>Activity: Fill out graphic organizer and/or write a paragraph using conjunctions and details to explain relationship with minimal support.</p>
ST	CA 2, 1.6, 2.4, 3.1, 3.4, 3.5, 3,7				
FR	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8				

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C Grade 6

Use details from text to

- identify **point of view and mood**

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify examples of mood.</p> <p>Activity: Observe teacher act out scenarios related to mood; students mimic scenario and/or choose a face icon to express a feeling. i.e. sad, angry, happy, scared</p> <p>Vocabulary: Feeling emotion</p>	<p>Identify point of view in a leveled text.</p> <p>Activity: Locate personal pronouns in modified text that indicate point of view in small group.</p> <p>Stem: Who is telling this story? How do you know?</p> <p>Vocabulary: Pronouns: I, she, he... Point of View mood</p>	<p>Illustrate examples of mood from a leveled text.</p> <p>Activity: Complete stems to describe details about mood with teacher modeling.</p> <p>Stem: This story makes me feel _____ because _____.</p> <p>What is the feeling of the passage? How do you know?</p> <p>Vocabulary: Feeling Mood Adjectives Descriptions</p>	<p>Identify examples of point of view from a grade level text.</p> <p>Activity: Highlight examples of pronouns and/or word phrases which would determine author's point of view.</p> <p>Stem: Who is telling this story?</p> <p>Vocabulary: Pronouns Point of View 1st person 3rd person Omniscient Limited Omniscient</p>	<p>Identify point of view and/or analyze mood by finding evidence in the grade level text.</p> <p>Activity: Explain author's POV and reader's mood using supporting details with minimal support.</p> <p>Note: Cultural story telling varies with point of view, often times they are told from 3rd person perspective.</p>

ST CA 2, 1.6, 2.4, 3.1, 3.4, 3.5, 3,7

FR I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C Grade 6

Use details from text to

- identify the problem-solving processes of characters and the effectiveness of solutions

Text Elements	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify the character in a visually supported modified text.</p> <p>Activity: Complete a character graphic organizer as a class to collect information about character’s actions, thoughts, quotes, etc.</p> <p>Vocabulary: Character</p>	<p>Identify the character and conflict (problem) and in a modified text.</p> <p>Activity: Use character graphic organizer and/or plot diagram as a class to discuss possible solutions to character’s conflict.</p> <p>Stems: “What does the character do, say, think?” What do others say about him?”</p> <p>Vocabulary: Plot Main Character Conflict Problem Solution</p>	<p>Explain how the character solved the problem in a modified text.</p> <p>Activity: Complete a plot graphic organizer with a partner and discuss/summarize the falling action to the resolution.</p> <p>Stems: “Who is in this story? What’s wrong? “What are some possible solutions?”</p> <p>Vocabulary: Plot Rising action Falling action Resolution</p>	<p>Identify the conflict and characters’ actions in a modified text.</p> <p>Activity: Use a graphic organizer/outline to collect information on character’s actions and the results/consequences of his actions.</p> <p>Vocabulary: Character Problem Solution Effective</p>	<p>Specify the processes that the character used to resolve the conflict and analyze the effectiveness of the solution in grade level text.</p> <p>Activity: Use an action/reaction graphic organizer and discuss/write a summary of the resolution with minimal support.</p> <p>Vocabulary: Character Problem Solution Effective</p>

ST CA 2, 1.6, 2.4, 3.1, 3.4, 3.5, 3.7

FR I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

A Grade 6

- Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas

Text Features	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/ Proficient
	<p>Locate examples of text features in various texts.</p> <p>Activity: Point to examples of nonfiction text features as teacher displays each feature.</p> <p>Vocabulary: Point Graphics Map Key Diagram Chart</p>	<p>Match text feature to various text captions.</p> <p>Activity: Connect separated text features (graphics, maps, etc. to their corresponding captions/headlines as a class.</p> <p>Vocabulary: Graphics Map Key Diagram Chart Caption Highlighted Bold</p>	<p>Match text feature to main idea in modified text.</p> <p>Activity: Replace missing text features to main idea summaries with a partner. (i.e. match “<i>The Mexico-American war began....</i>” with a timeline)</p> <p>Vocabulary: Graphics Map Key Diagram Chart Caption Highlighted Bold</p>	<p>Explain to a peer the relationship between the text and a graph, diagram, etc. within the modified text and why the author chose to use it.</p> <p>Activity: Compare text features such as headlines, headings, diagrams and charts between local and second language news paper and summarize why which features are more appropriate than others.</p>	<p>Create an appropriate text feature for various texts.</p> <p>Activity: Design a text feature to help illustrate main idea from a text. (i.e. timeline sequence, map, etc.)</p>

ST CA 3 1.6

FR I 6a, 3g, 5-8

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 6					
Text Features	Use details from text to <ul style="list-style-type: none"> Paraphrase author's stated ideas 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify main ideas from visually supported modified text. Activity: Construct a sequential pictorial representation of a text as a class. Vocabulary: Construct Draw a picture Put in order	Match restated details to author's main idea from a visually supported modified text. Activity: Match and rewrite phrases which correspond to images depicting the text with a partner. Vocabulary: Construct Restate Author's idea	Restate author's idea/information in modified text. Activity: Complete sentence stems using a wordlist to restate a main idea with a partner. Vocabulary: Complete Restate Author's idea Paraphrase	Restate ideas from modified text in own words. Activity: Reword author's ideas using a thesaurus/dictionary with teaching modeling. Vocabulary: thesaurus	Paraphrase author's stated ideas from grade-level text. Activity: Restate author's main idea using thesaurus/dictionary with minimal support.
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1d, 3a-c, f, III 3e, 5c				

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C					
Grade 6					
Text Features	Use details from text to <ul style="list-style-type: none"> Make predictions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Locate visual cues in various texts to predict meaning/message.</p> <p>Activities: Put illustrations to a technical manual in order with a partner. Draw a prediction (outcome event) based on a newspaper image/caption. (i.e. “<i>Tsunami strikes</i>”)</p> <p>Vocabulary: Look Think Guess Predict What happens next?</p>	<p>Match simplified predictions to text-related visuals to make predictions of modified text.</p> <p>Activity: Match teacher-generated predictions to text-related visuals as a class.</p> <p>Vocabulary: Match Guess Predict What happens next</p>	<p>Connect predictions to headlines/captions.</p> <p>Activity: Choose from a list of teacher-generated predictions and match with headline/caption focusing on key/target words with a partner.</p> <p>Vocabulary: Guess Predict What happens next?</p>	<p>Analyze pictures, diagrams and graphs in text to make predictions about concepts/ideas in modified text with a partner</p> <p>Activity: Create and use an appropriate graphic organizer to record predictions with a partner.</p>	<p>Analyze pictures, diagrams, and graphs in text to make predictions about concept/ideas in grade-level text.</p> <p>Activity: Preview text for vocabulary words and subject headings to make predictions about topics/concepts in the text.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4				
FR	I 1d, 3a-c, f, III 3e, 5c				

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C Grade 6

Text Features	Use details from text to <ul style="list-style-type: none"> • Make inferences 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Respond to simple questions that require inference for the answer.</p> <p>Activity: Use visual support modeled by the teacher. Hold up the picture of a wet dog and ask “Is it raining?” Answer with simple yes or no.</p> <p>Stem: “Is he/she/it ____?”</p>	<p>Respond to guided questions that require inference from simplified text.</p> <p>Activity: Answer orally in simple one or two word response to a simple inference question. (Use adjectival or adverbial clauses for answers.)</p> <p>Stem: “How does, _____ feel? Karen feels happy about her baby. Why is he/she____? Why does ____?”</p>	<p>Create complete answers to inference questions from a modified text.</p> <p>Activity: Answer teacher-generated inference questions orally in a simple response; then write a simple sentence to parallel the oral answer with a partner.</p> <p>Stem: “I know _____ because? What do you think? If _____ then _____”</p> <p>Vocabulary: Author’s purpose, Reading between lines, Guess</p>	<p>Make complete answers that infer and comprehend a leveled text.</p> <p>Activity: Respond orally to student-generated questions. Check answered inference questions in a group. Compare and contrast answers with a partner.</p> <p>Stem: “How do you know ____? I know _____ because...”</p> <p>Structure: Conditionals tense</p> <p>Vocabulary: Infer, Details, Evidence</p>	<p>Create inference questions about a grade-level text.</p> <p>Activity: Write complex questions that could have one or two possible inferences. Analyze why the questions could have multiple answers. Debate which answer is the best. Support as needed.</p>

ST CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6

FR I 1d, 3a-c, f, III 3e, 5c

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
C	Grade 6				
Text Features	Use details from text to <ul style="list-style-type: none"> Sequence events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Sequence visual details from a text.	Sequence teacher-selected details using key words from modified text.	Reorder/unscramble events based on key words (i.e. first, next, etc.).	Sequence events or details from a modified text.	Sequence events from a grade leveled text
	Activity: Put pictures or sentence strips from text in sequential order with teacher modeling.	Activity: Create a pictorial timeline including key words from modified text in small groups.	Activity: Sequence student and/or teacher generated summary of events using key words and phrases from modified text with a partner.	Activity: Create a two-sided timeline with one side depicting native culture and the other depicting American culture using pictures and simple written text with a partner.	Activity: Complete sequence graphic organizer with minimal support.
	Vocabulary: In order Details First Next Last	Vocabulary: In order Details First Next Last	Vocabulary: In order Details First Next Last Sequence	Make a timeline based on a biography. Vocabulary: Timeline Details Sequence chronological	
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6				
FR	I 1d, 3a-c, f, III, 3e, 5c				

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C **Grade 6**

Text Features	Use details from text to <ul style="list-style-type: none"> Compare and contrast 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify similarities and differences between two text visuals.</p> <p>Activity: Complete Venn diagram comparing using one-two words to describe different types of text. (i.e. books magazine, newspaper, information). Teacher uses texts as visual manipulatives.</p> <p>Vocabulary: Same Different</p>	<p>Identify similarities and differences between two leveled text and teacher generated vocabulary.</p> <p>Activity: Create a graphic organizer with key words and picture.</p> <p>Vocabulary: Same Different Compare Contrast</p>	<p>Compare and contrast details of various modified text.</p> <p>Activity: Compare and contrast information of the same topic taken from two nonfiction sources with a partner.</p> <p>Vocabulary: Same Different Compare Contrast</p>	<p>Compare and contrast details of same event as portrayed in different cultures.</p> <p>Activity: Complete a graphic organizer with details of event or information in a biography presented in text from other cultures.</p> <p>Vocabulary: Same Different Compare Contrast</p>	<p>Create a graphic organizer with a simple narrative based on grade level text.</p> <p>Activity: Complete Venn diagram with minimal support.</p>

ST CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6

FR I 1d, 3a-c, f, III, 3e, 5c

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

C **Grade 6**

Text Features	Use detail from text to <ul style="list-style-type: none"> Identify and explain cause and effect 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Match visuals to identify cause and effect</p> <p>Activity: Match and label visuals with teacher modeling. (i.e. flood=destruction)</p> <p>Vocabulary: First Next Last And then...?</p>	<p>Illustrate examples of cause and effect from modified text.</p> <p>Activity: Illustrate events from a modified text to show cause/effect in a small group.</p> <p>Vocabulary: Cause Effect First Next Then Last</p>	<p>Sequence details in simple sentence to explain cause and effect.</p> <p>Activity: Reorder sentences strips (summarized events) of modified text with a partner.</p> <p>Vocabulary: Cause Effect First Next Then Last Finally</p>	<p>Create a graphic organizer showing cause and effect events based on a modified text</p> <p>Activity: Complete a graphic organizer of events and summarize with a partner.</p> <p>Vocabulary: Cause Effect First Next Then Last Finally If/Then</p>	<p>Write a simple narrative to show cause and effect of events from on a grade level text.</p> <p>Activity: Use sequential terms to show how one event led to another with minimal support.</p>

ST CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6

FR I 1d, 3a-c, f, III, 3e, 5c

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times					
D		Grade 6			
Read and follow multi-step directions to complete a complex task					
Understand Directions	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Follow visual directions to complete a simple multi-step task</p> <p>Activity: Follow the visual step-by-step directions from a “how-to” manual as a group.</p> <p>Vocabulary: First, Second</p>	<p>Follow the steps of a simple task with visuals support.</p> <p>Activity: Match the directions with the illustration of a simple recipe; then prepare a food item following a simple recipe in a group.</p>	<p>Follow modified directions to complete a complex, multi-step task.</p> <p>Activity: Complete task with a partner.</p>	<p>Unscramble a complex task from a modified text.</p> <p>Activity: Reorder steps in the proper sequence with a partner.</p>	<p>Complete a complex task using a grade-level text.</p> <p>Activity: Complete with minimal support.</p>
ST	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6				
FR	I 1d, 3a-c, f, III, 3e, 5c				

Writing

1 Apply a writing process in composing text					
A	Grade 6				
Writing Process	Follow a writing process to <ul style="list-style-type: none"> choose and use an appropriate graphic organizer 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Select from a series of different types of graphic organizers which one is the best for organizing a composition. Activity: Hand out a series of graphic organizer and discuss their different functions. Go over the various types of content and types of study graphic organizers are used.	Complete a graphic organizer with words necessary to write a simplified composition. Activity: Brainstorm appropriate vocabulary from a class discussion. Group the vocabulary heard in the lecture as important and unimportant. Classify the ideas that are heard with a partner.	Choose a student selected graphic organizer for helping record language which is important to understanding writing.	Choose and use an appropriate graphic organizer for brainstorming on a topic.	Choose and use a graphic organizer to organize information to be used in a composition.
ST	CA 1, 4 1.8, 2.1, 2.2				
FR	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8				

1 Apply a writing process in composing text

A Grade 6

Follow a writing process to

- apply writing process to write effectively in various forms and types of writing

Writing Process	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify and correctly transfer information from teacher-written list in pencil on board.</p> <p>Activity: Then self-check list to teacher’s list identifying possible errors and correct those errors. Rewrite list in ink with no errors.</p>	<p>Organize sentence strips and transfer to paper. Check for errors, and then prepare final draft.</p> <p>Activity: Match student written sentence with teacher made sentence. Compare and contrast looking for errors that occurred in the rewrite. Rewrite sentence strips in ink with no errors.</p>	<p>Organize sentences strips into one or two paragraphs and transfer onto paper. Correct errors from transfer and prepare final draft.</p> <p>Activity: Check sentences with teacher’s sentences identifying possible errors and editing the error found. Rewrite sentences in ink with no errors.</p>	<p>Compose a paragraph, edit, and prepare final draft.</p> <p>Activity: Then self-check sentences identifying possible errors, have a peer edit for errors and then correct those errors. Rewrite paragraph in ink with no errors.</p>	<p>Compose a multi-paragraph essay, edit, and prepare final draft.</p> <p>Activity: Rewrite sentences in ink with no errors. Rewrite an essay’s final draft in ink with no errors.</p>

ST CA 1, 4 1.8, 2.1, 2.2

FR II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8

2 Compose well-developed text using standard English conventions

A **Grade 6**

Handwriting

Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
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Deliberately Blank (No GLE)

ST

FR

2 Compose well-developed text using standard English conventions					
B	Grade 6				
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> proper nouns (team names, companies, schools and institutions) 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify proper nouns.</p> <p>Activity: Match and label proper nouns with simple names dictated by the teacher.</p> <p>Vocabulary: Noun Name Places Things</p>	<p>Locate proper nouns within short sentences.</p> <p>Activity: Copy sentence strips and underline or circle the proper nouns within each sentence with teacher modeling.</p>	<p>Construct simple sentences containing proper nouns.</p> <p>Activity: Write simple sentences with groups containing proper nouns and then share with the class.</p> <p>Vocabulary: Team names Company names School names Institutional names Etc.</p>	<p>Identify and edit capitalization errors in an invented text.</p> <p>Activity: Locate proper nouns within a text and use editing marks to correct capitalization. Exchange corrected papers with a peer editor to double check found errors.</p>	<p>Analyze proper nouns in the context of a paragraph.</p> <p>Activity: Proofread and make editing marks on peer's writing samples. Support as needed.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
B Grade 6					
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> proper adjectives 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify proper adjectives.	Locate proper adjective within short sentences.	Construct simple sentences containing proper adjectives.	Compose a paragraph containing proper adjectives.	Proofread and edit a paragraph containing proper adjectives.
	<p>Activity: Label visuals as a class that are proper adjectives. Underline or color code with teacher support.</p> <p>Vocabulary: (i.e. French bread, Spanish rice, Italian pizza, German sausage, Latino dances, French music, etc.)</p> <p>Structure: any proper nouns used as an adjective ie: Monday blues.</p>	<p>Activity: Copy sentence strips and underline or circle the proper adjectives within each sentence with a partner.</p>	<p>Activity: Write simple sentences containing proper adjectives and then share ie: Rallyrobin with another pair of students.</p>	<p>Activity: Write a paragraph based on the key vocabulary learned in previous level. Share in a cooperative group.</p>	<p>Activity: Peer edit with minimal support.</p>
	ST	CA 1 1.6, 2.2			
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
B Grade 6					
Capitalization	Use conventions of capitalization in written text <ul style="list-style-type: none"> • first word of direct quotations 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Find capitalization of first words in direct quotes.	Demonstrate understanding of first word in direct quotes.	Construct simple sentences containing direct quotations.	Compose a paragraph containing direct quotations.	Write a paragraph containing direct quotations.
	Activity: Highlight first word of direct quotes in a simplified sentence given and read by teacher. Mark the first words of quotes with colors.	Activity: Decode a scrambled text by putting the word order in the proper place, with the proper quotations and capitalization. Check unscrambled text with a partner.	Activity: Give each other samples of sentences and assign a peer to put the quotations and capitalizations in the proper place.	Activity: Combine sentences with a partner to construct a paragraph.	Activity: Create a paragraph with a dialogue that requires the writer to apply all knowledge related to punctuation and capitalization. Teacher support as needed.
	Vocabulary: First word Capitalization Quotes Quotations Speaking/talking				
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
C Grade 6					
Punctuation	In composing text, use <ul style="list-style-type: none"> apostrophe in irregular and plural possessives 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify the irregular and plural possessives in labeled visuals. Activity: Write simple sentences which have words with apostrophes in them. Teacher shows students what apostrophes are by highlighting a few. Then students take turns highlighting the rest.	Label examples of irregular and plural possessives. Activity: Copy teacher modeled simple sentences which have words with apostrophes in them. Exchange sentences with partners and take turn labeling where apostrophes are used only for possessives. ie: not for contractions	Demonstrate and give examples of irregular and plural possessives on to sentences strips. Activity: Make sentence strips marking irregular possessives and plural possessives. Pass sentence strips from one person to another in a group reading and pronouncing the use of the apostrophes for possessives.	Revise passages with possessives marked erroneously. Activity: Design exercises with passages that have possessives wrongly marked. Correct with a partner the possessives by changing the location of the apostrophe marker to putting it in the correct location.	Write a series of sentences which include examples of irregular and plural possessives. Activity: Create examples of sentences with irregular and plural possessives. Share with a partner to check verb agreement for subject and object locations of possessives.
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions

C Grade 6

Punctuation	In composing text, use <ul style="list-style-type: none"> quotation marks in dialogue, with assistance 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize and place quotation marks in dialogues based on visuals.</p> <p>Activity: Write simple sentences which have dialogue. Show students what quotation marks are by highlighting quotations with multi-colored markers. Students take turns highlighting all punctuation that are quotation marks.</p>	<p>Identify and place quotation marks in dialogues on sentence strips.</p> <p>Activity: Find sentences in a simplified text which have beginning dialogues using quotations. Put sentence onto strip cards. With teacher instruction find quotation marks throughout text.</p> <p>Vocabulary: Quotation marks Place Speaking Talking Before After Front/Back</p>	<p>Apply quotation marks in dialogues copied from a modified text.</p> <p>Activity: Arrange students in groups. Students write a number of sentences that contain dialogues from their modified text without the quotation marks. Label all the dialogues with quotation marks at the front and back. Share with the class at the end.</p> <p>Vocabulary: Quotes Dialogue</p>	<p>Write a brief dialogue in which you place quotation marks correctly.</p> <p>Activity: Place students into pairs. Pairs are to write out a brief conversation between themselves and then share with the class. Introduce commas and periods related to designating the beginning and ending of a dialogue. ie: He said, "I am running." She said, "No, you are not running, you are sprinting."</p>	<p>Write a brief dialogue in which you place quotation marks correctly and other dialogue indicators in written scripts.</p> <p>Activity: Create a dialogue for a cartoon series. Pass the cartoon around assigning students to read different parts marked for dialogues. Support as needed.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
D	Grade 6				
Parts of Speech	Use parts of speech correctly in written text <ul style="list-style-type: none"> prepositional phrases 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify prepositional phrases with visuals.</p> <p>Activity: Write simple sentences with prepositional phrases. Demonstrate what prepositional phrases are by highlighting with colored markers. Teacher provides oral examples of prepositions for students to circle.</p>	<p>Label prepositions by finding them in a simplified text and marking the different types of prepositions.</p> <p>Activity: Use a word bank of prepositions. Teacher writes some simple sentences which have prepositional phrases. Teacher writes prepositional phrases on board. Students copy prepositional phrases and model writing their own phrases.</p>	<p>Choose a preposition from a list of common prepositions.</p> <p>Activity: Write a prepositional phrase with a partner based on a picture or other visual. Put students into groups and then give each group a list of prepositional phrases. Group composes several sentences containing prepositional phrases. Share with class.</p>	<p>Write appropriate prepositional phrases composing sentences for making a cohesive paragraph.</p> <p>Activity: Put students into pairs and then give each pair a list of prepositional phrases. A pair of partners compose a paragraph containing prepositional phrases. Share with class.</p>	<p>Compose a paragraph individually that contains a number of prepositional phrases.</p> <p>Activity: Write sentences with prepositional phrases, circle the prepositions and underline the object of the preposition.</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions					
D	Grade 6				
	Use parts of speech correctly in written text Appositives				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Make aware of appositives</p> <p>Activity: Give examples of appositives with teacher Ie: Melanie, my sister Oscar, my dog Explain phrase that defines nouns is the appositive</p>	<p>Give examples of appositives</p> <p>Activity: Give two columns to match the noun with a matching descriptive appositive. Use imagination with a partner to make funny appositives. "My dog, the pup from outer space."</p>	<p>Work with making appositives</p> <p>Activity: Demonstrate through illustrations combinations of nouns and appositives that create ludicrous combinations. With a partner correct combinations to ones that make sense.</p>	<p>Create own appositive.</p> <p>Activity: Invent a make believe language of ridiculous appositives with a partner. Make pictures of the invented creatures.</p>	<p>Design and invent appositives for descriptive phrases.</p> <p>Activity: Give a paragraph to a friend with just nouns and a blank. Partner fills in the blank with his/her own description. Teacher support as needed</p>
ST	CA 1 1.6, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

2 Compose well-developed text using standard English conventions

E Grade 6

In writing, use

- correct spelling of grade-level frequently used words

Spelling	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Spell correctly half of the assigned vocabulary words.</p> <p>Activity: Practice words orally with a teacher or partner spelling words aloud. Scramble grade level spelling words and match with unscrambled correct spellings.</p>	<p>Complete a series of sentences using a word bank of frequently used words.</p> <p>Activity: Read aloud sentences with missing words that require a grade-level word to fill in the blank. Brainstorm grade level words with teacher support from a vocabulary list and fill in the missing words.</p>	<p>Write five sentences with a partner, using words selected from a bank of frequently used words.</p> <p>Activity: Compare sentence constructions with a partner to correct spelling words which are provided on a class list.</p>	<p>Write sentences using words selected from a brainstorm collection.</p> <p>Activity: Generate a vocabulary list from a brainstorm session with a group or whole class. Write sentences using brainstorm words and collaborate with other members of the group to ensure spelling is correct.</p>	<p>Select ten words from a bank of frequently used words, and write a paragraph using them.</p> <p>Activity: Construct a paragraph using grade-level vocabulary. Check with a group member to verify choice of words and grammatical use.</p>

ST CA 1 1.6, 2.1, 2.2

FR II 4d, 6a, III 4d, 5-8

2 Compose well-developed text using standard English conventions

E Grade 6

In writing, use

- classroom resources and dictionary to verify correct spelling

Spelling	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify what classroom resources (dictionaries, picture dictionaries, glossaries) are used for checking spelling.</p> <p>Activity: Study the alphabetic order of a glossary or mini-dictionary. Establish core vocabulary words learned through classroom activities. With a teacher, put new vocabulary into the class made resource book.</p>	<p>Demonstrate knowledge of use of classroom resources when writing.</p> <p>Activity: Use a glossary or mini-dictionary, organized alphabetically, of core vocabulary words to correctly spell words either given orally or given with incorrect spelling by teacher.</p>	<p>Use a language-learning dictionary to verify spelling of vocabulary found in a modified text.</p> <p>Activity: Take a passage from a modified text that contains grade-level vocabulary. Rewrite passage within a group and create errors students can edit and correct using a dictionary.</p>	<p>Revise spelling of misspelled words in grade-level text verifying spelling with a language-learning dictionary.</p> <p>Activity: Use a passage from a grade-level text that contains appropriate vocabulary. Rewrite passages with a partner and create errors that students can edit and correct using a dictionary.</p>	<p>Decide what errors are within a grade-level text and correct using dictionary with minimal teacher support.</p> <p>Activity: Identify unknown words in a grade-level text that the teacher has created errors and verify the spelling of each using a dictionary. Support as needed.</p>

ST CA 1 1.6, 2.1, 2.2

FR II 4d, 6a, III 4d, 5-8

2 Compose well-developed text using standard English conventions

F Grade 6

In composing text:

- a variety of sentence structures

	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
Sentence Construction	<p>Identify what transitions are in teacher-generated sentences.</p> <p>Activity: Copy simple sentences which have transitions. Teacher shows students what transitions are by highlighting a few. Then students take turns highlighting the rest. ie: The boy and the girl are running.= Compound subject</p> <p>Vocabulary: and, but, so and or</p>	<p>Identify correct transitions for only simple compound subjects and compound predicates</p> <p>Activity: Write simple sentences which have transitions. Teacher shows students what transitions are by highlighting a few. Then students take turns highlighting the rest.</p> <p>Vocabulary: and, but, so and or</p>	<p>Construct compound sentences adding and connecting adjectival, adverbial, noun and verb phrases.</p> <p>Activity: Create a graphic organizer of a paragraph with blanks for transitional words and phrases. As a whole class choose the appropriate transitional words that lead from one idea to the next.</p>	<p>Define and expand concepts for types of sentences: declarative, interrogative, and exclamatory sentences.</p> <p>Activity: Design a graphic organizer of a paragraph with blank transitional words and phrases for a partner to fill in. Give to another student to fill in the missing parts. Compare answers.</p>	<p>Compose a variety of sentence structures that demonstrate an understanding of declarative, interrogative, and exclamatory.</p> <p>Activity: Pass around a series of written sentence and label the type of sentences whether they are declarative etc. Write a interrogative putting the wrong punctuation of a period. Rewrite and recompose the sentence to make it an interrogative.</p>

ST CA 1 1.6, 2.1, 2.2

FR II 4d, 6b, III 4d, 5-8

2 Compose well-developed text using standard English conventions					
F	Grade 6				
Sentence Construction	In composing text, identify and write sentences: <ul style="list-style-type: none"> precise and vivid language 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Give examples of precise and vivid language.</p> <p>Activity: Copy some simple sentences provided by the teacher which have precise and vivid words. Model teachers highlighting of vivid language with colored markers.</p> <p>Vocabulary: Color adjectives, shape, number words etc.</p>	<p>List and orally practice descriptive language.</p> <p>Activity: Write some simple sentences which have precise and vivid words. Show students what these words are by highlighting a few. Then students take turns with a partner highlighting the rest.</p>	<p>Build complete sentences using precise and vivid language from a word bank.</p> <p>Activity: Put all words on the board and provide an exercise to fill in the blanks with the best choice of vivid language. With a partner, check and compare answers that fill in the blank.</p> <p>Vocabulary: Synonyms, multiple meanings, stress levels of difficulty such as: nice, cute, pretty, beautiful, gorgeous, eloquent</p>	<p>Construct a descriptive paragraph using language generated from a prompt.</p> <p>Activity: Brainstorm words appropriate to a prompt. Give a picture with a scene or read a passage with detailed imagery. In small groups, brainstorm language that matches prompts. Add the words to a descriptive paragraph.</p>	<p>Write a paragraph using language from a glossary made from a class collection of descriptive language.</p> <p>Activity: Collect the words from various brainstorms and create a class glossary that contains words for feeling, sight, sound emotions. Give a verbal signal such as, "Paragraph for sound!" Students write a timed quick response paragraph referencing words from glossary on sound.</p>
ST					
FR.					

3 Write effectively in various forms and types of writing					
A Grade 6					
Narrative and Descriptive Writing	Write personal narrative text that <ul style="list-style-type: none"> chronicles a sequence of three or more events 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Tell a personal story chronologically with pictures.</p> <p>Activity: Draw or cut pictures from a magazine that can literally or symbolically represent a personal life story.</p>	<p>Describe a personal narrative using time transitional words.</p> <p>Activity: Recall orally a life story with a partner following a picture sequence. Signify time of event with adverbs of time. Label the picture frames with adverbs or ordinals such as: first, 1st.</p> <p>Vocabulary: First, Second, Then, Next, Last, After</p>	<p>Create a new paragraph summarizing another person’s set of experiences.</p> <p>Activity: Write a sentence descriptor of an event on the back of the picture. In a group put all the pictures with sentences in a pile and sort out which one goes with a match. Make 3-4 cards for each narrative event. Each person must get a set that is not there own and write that story from their point of view. After combining the sentences into a paragraph, compare the sentences of the writer with those on the back of the card. Discuss and share results.</p>	<p>Compose a paragraph telling a personal story that includes multiple events</p> <p>Activity: Outline a sequence of events from a personal story. From this outline, write a short paragraph using dictionary support with a partner.</p>	<p>Critique a multi-paragraph personal story with multiple events.</p> <p>Activity: Take another student’s essay and analyze the order of events in their story about their lives. Evaluate the sequence and make recommendations how to improve or make more accurate the retelling of the narrative.</p>
ST	CA 1 1.6, 2.1, 2.2				
FR	II 4d, 6b, III 4d, 5-8				

3 Write effectively in various forms and types of writing					
A		Grade 6			
Narrative and Descriptive Writing	Write personal narrative text that <ul style="list-style-type: none"> includes sensory details and dialogue 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify quotation marks connected to dialogues using vocabulary related to sensory experiences.</p> <p>Activity: Make a dialogue with simple sentences made by the teacher that are visually supported with pictures related to types of senses: sight, sound, texture, taste, smell.</p> <p>ie: When I was in the park I saw a red bird (draw picture) on a purple flower (draw a picture) that smelled like honey.(draw a picture). I said, “Oh, what a beautiful park.”</p>	<p>Locate and underline dialogue within a simple text.</p> <p>Activity: Copy from a simplified text a passage containing dialogue. Modeling the teacher, highlight the words of the dialogue in one color and the quotation marks in another color.</p>	<p>Create a dialogue from a personal story which includes sensory details.</p> <p>Activity: Reproduce a copy of a modified text that has a passage containing dialogue with sensory details. In a group highlight the words of the dialogue in one color, the quotation marks in another color, and sensory details in another. Share with class.</p>	<p>Rewrite a short dialogue summarizing a personal story which includes sensory details.</p> <p>Activity: Compose a personal narrative with only the description of context, events, and people without any elaboration. Give the narrative to a peer editor and the editor rewrites the piece filling in sensory details that embellish and enhance the content of the narrative.</p>	<p>Write a text including a dialogue about a personal experience with sensory and descriptive nouns.</p> <p>Activity: Pairs write a dialogue between themselves which contains sensory details using quotation marks around the areas of discussion. ie: I said, “_____” but my partner said, “_____” We both replied, “_____” as my mother gasped, “_____.” Pairs share with the class</p>
ST	CA 4 1.8, 2.1				
FR	II 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing

B Grade 6

Use a note-taking system to organize information from oral presentations and written text

Note-Taking	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Orally highlight key words for important information.</p> <p>Activity: Support information vocabulary from the teacher generated samples of notes with pictures, charades, mime or TPR.</p>	<p>Organize key noted words and phrases orally or in writing with visual support.</p> <p>Activity: Brainstorm orally the most important information given by the teacher orally or in writing. Prioritize the ideas in an order from most important to least important.</p>	<p>Organize key noted words and phrases orally or in writing with visual and peer support.</p> <p>Activity: Prioritize the ideas from a brainstorm list in an order from most important to least important. Write the list into notes on a graphic organizer with visual and peer support.</p>	<p>Organize key noted words and phrases orally or in writing with visual and peer support.</p> <p>Activity: Prioritize the ideas from a brainstorm list in an order from most important to least important. Write the list into notes on a graphic organizer with visual and peer support.</p>	<p>Outline information from an oral presentation or written.</p> <p>Activity: Analyze important information from notes and insert it into an outline. Use the outline to reconstruct the presentation and rewrite the presentation from the recorded notes. Present it to a classmate and compare if the classmate's rewrite includes the same features of significance.</p> <p>Reflect: "What would have been good to include that I omitted, what should I have taken out that was not important?"</p>

ST CA 4 1.8, 2.1

FR II 6d, III 4c, IV 3f, 5-8

3 Write effectively in various forms and types of writing

C Grade 6

Write expository and persuasive

- paragraphs (including cause/effect) with
 - a strong controlling idea

Expository and Persuasive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Practice orally finding key vocabulary in types of paragraphs that are the main ideas.</p> <p>Activity: Support vocabulary from a teacher generated word bank for controlling ideas with pictures, charades, mime or TPR.</p>	<p>Recognize main idea in a simplified sentence.</p> <p>Activity: Write simple sentences and highlight main idea with a series of colors. ie; main idea of action=red, main idea of a place=green. With oral and teacher support students take turns highlighting.</p>	<p>Create a simple sentence from each type of paragraph explaining the controlling idea.</p> <p>Activity: Use a word bank to create a number of sentences that carry controlling ideas to match a paragraph genre. ie: The man wanted to farm but he had no land. (cause and effect) The group highlights the main ideas within their own sentences and shares with the class.</p>	<p>Compose a type of paragraph that specifies the controlling idea as a primary feature.</p> <p>Activity: Assemble a paragraph with a group using a multiple choice of options from already written sentences. Combine the sentences that are the same controlling ideas and assemble in a puzzle-like manner to create a paragraph. Write the paragraph connecting the sequence of sentences into a logical order.</p>	<p>Write a multi-paragraph essay of all paragraph types.</p> <p>Activity: Compose an outline or graphic organizer with a partner that creates the primary ideas and needed vocabulary to create a specific type paragraph. ie: words needed to persuade, convince, debate, present an argument.</p>

ST CA 4 1.8, 2.1

FR II 1c, 6d III 4c, IV 3f, 5-8

3 Write effectively in various forms and types of writing

C Grade 6

Write expository and persuasive

- paragraphs (including cause/effect) with
 - supporting and concluding sentences

Expository and Persuasive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize relevant details from pictures to grasp the concept of most supporting details that go into the paragraph.</p> <p>Activity: Cut out pictures to make a pictorial paragraph around a paragraph topic provided by the teacher. Find the last picture that is the final wrap up to illustrate the conclusion of the paragraph.</p>	<p>Organize generated sentences using key ideas to find the end of the paragraph.</p> <p>Activity: Fold a piece of construction paper into 3 parts. Write beginning, middle, and conclusion. Draw pictures to illustrate the events and make the conclusion dramatic with decorations.</p>	<p>Create simple supporting and concluding sentences to combine into a paragraph.</p> <p>Activity: Brainstorm in cooperative groups facts or details supporting a teacher-generated idea. Complete a supporting sentences by collecting information from all the students in the group</p>	<p>Compose supportive and concluding paragraphs that show cause/effect with a partner.</p> <p>Activity: Use a graphic organizer to brainstorm examples. Work with a partner to check that all the information inside the organizer is relevant to the paragraph. Use the information to write a short type of paragraph with dictionary and partner support.</p>	<p>Write a type of paragraph cause/effect expository or persuasive essay that combines supporting and concluding sentences.</p> <p>Activity: Use prompts and brainstorm on graphic organizer examples, facts or details about the prompt. Use the information to write a persuasive paragraph with dictionary support.</p>

ST CA 4 1.8, 2.1

FR II 1c, 6d III 4c, IV 3f, 5-8

3 Write effectively in various forms and types of writing

C Grade 6

Write expository and persuasive

- paragraphs (including cause/effect) with
 - appropriate logical sequence

Expository and Persuasive Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Sort out a logical sequence of pictures representing different types of paragraphs.</p> <p>Activity: Put pictures in order given by teacher which reflect an event such as cause and effect. Orally describe events with a teacher.</p> <p>Vocabulary: First, Second, Then, Next, Last, After</p>	<p>Locate logical order of pictures in relationship to events of the paragraph.</p> <p>Activity: Describe pictures by matching them with simple sentences copied from the board given by the teacher. Write the sentences on the back of each picture. Put the sentences in order of the paragraph. Tell the story orally from reading the sentence or referring to the picture.</p>	<p>Create simple sentences that give a logical sequence to a cause/effect situation</p> <p>Activity: Invent a timeline with a group that lists the events of cause and effect. Make pictures with phrases to match with the dates on the timeline. Orally review events and times.</p>	<p>Compose a sequenced cause/effect expository or persuasive paragraph.</p> <p>Activity: Use a graphic organizer to brainstorm examples. Work with a partner to check that all the information inside the organizer is sequenced to match the paragraph.</p>	<p>Write, revise, and edit the sequence of cause/effect, expository, or persuasive paragraph.</p> <p>Activity: Use prompts and brainstorm on the graphic organizer about sequence of events. Use the information to write a paragraph with dictionary support</p>

ST CA 4 1.8, 2.1

FR II 1c, 6d III 4c, IV 3f, 5-8

3 Write effectively in various forms and types of writing

C Grade 6

Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> paragraphs (including cause/effect) with relevant details, facts and/or examples from one or more sources 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Recognize relevant details from pictures to grasp the concept of most important facts go into the paragraph.</p> <p>Activity: Cut out pictures to make a pictorial paragraph around paragraph topic provided by the teacher.</p>	<p>Organize generated sentences using key vocabulary that sequence the illustrated multi-paragraph essay.</p> <p>Activity: Copy down the sentences provided by the teacher in the order the class decides is correct. Write the sentence with simple words and phrases. Sort the sentences into title, topic sentence, supporting details, and summary or closing statement.</p>	<p>Create simple sentences that give relevant details and facts/examples to a cause/effect situation.</p> <p>Activity: Brainstorm in cooperative groups facts or details supporting a teacher-generated idea. Complete a graphic organizer by collecting information from all students in the group.</p>	<p>Compose a cause/effect expository or persuasive paragraph using relevant details from one or more sources.</p> <p>Activity: Use a graphic organizer to brainstorm examples. Work with a partner to check that all the information inside the organizer is relevant to the paragraph. Use the information to write a short type of paragraph with dictionary and partner support.</p>	<p>Write, revise, and edit a paragraph cause/effect expository or persuasive paragraph using relevant examples from one or more sources.</p> <p>Activity: Use prompts and brainstorm on graphic organizer examples, facts or details about the prompt. Use the information to write a persuasive paragraph with dictionary support.</p>
ST	CA 4 1.8, 2.1				
FR	II 1c, 6d III 4c, IV 3f, 5-8				

3	Write effectively in various forms and types of writing				
C	Grade 6				
Expository and Persuasive Writing	Write expository and persuasive <ul style="list-style-type: none"> paragraphs (including cause/effect) with multi-paragraph essays 				
	Identify picture sequence of an illustrated multi-paragraph essay. Activity: Cut and paste pictures in the correct sequence with teacher support.	Organize generated sentences using key vocabulary that sequence the illustrated multi-paragraph essay. Activity: Copy down the sentences in the order the class decides is correct.	Create simple sentences that give relevant details and facts/examples to a cause/effect situation. Activity: Select from a pile of sentences in the middle of the table and as a group sort the sentences into categories to match the types of writing. ie: Is the sentence about cause and effect or is it persuasive.	Compose a cause/effect expository or persuasive paragraph using relevant details. Activity: Combine sentences which have been classified into paragraphs. With a partner put combined sentences into an order that creates a specific type of paragraph. Copy the sentences into a paragraph.	Write, revise, and edit a multi-paragraph cause/effect expository or persuasive essay using relevant facts and examples. Activity: Synthesize sentences which have been classified into paragraphs. Reconstruct paragraphs into multi-paragraph essays. Support as needed.
	ST	CA 4 1.8, 2.1A			
FR	II 1c, 6d, III 4c, IV 3f, 5-8				

3 Write effectively in various forms and types of writing

D Grade 6

Write summaries of text from magazines, newspapers and/or informational articles

Summary Writing	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Identify key illustrations and vocabulary from pictures and captions in media resources.</p> <p>Activity: Use single words or short phrases provided by the teacher to orally describe the actions taking place and the main ideas of the article.</p>	<p>Sequence main ideas in articles from beginning, middle, and end.</p> <p>Activity: Cut and out key sentences written on the board by the teacher, from articles that demonstrate the main ideas and clue them in order to retell the story.</p>	<p>Create a simple summary of pictures and captions in articles with simple sentences.</p> <p>Activity: Organize sentences generated by the group which recap or reconstruct the main ideas of the article and write a controlled paragraph response.</p>	<p>Construct a paragraph that summarizes articles.</p> <p>Activity: Create with a partner a guided paragraph summary of the article with an outline prompt.</p>	<p>Write a multi-paragraph summary from various types of articles.</p> <p>Activity: Synthesize the key ideas from the article and write three details from the beginning, middle, and end, forming a 3 paragraph summary.</p>

ST CA 2, 3, 4 2.1, 3.5

FR II 1a, 2a, b, 5-8

3 Write effectively in various forms and types of writing					
E	Grade 6				
Audience and Purpose	Summarize information and construct a workplace communication, such as a memo or set of simple instructions, appropriate to topic and specific audience				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Name and recognize examples of memos, letters, e-mails and instructions.</p> <p>Activity: Match a picture of a memo, a set of instructions, or a letter, etc. along with labels guided by the teacher.</p>	<p>Identify examples of memos, letters, e-mails and instructions.</p> <p>Activity: Label with a partner a memo, a set of instructions, a letter, etc. with the correct name.</p>	<p>Create examples of different types of workplace communications for school or life topics.</p> <p>Activity: Practice writing with a group, instructions for routines like tornado drills, workplace dress code, telephone etiquette.</p>	<p>Compose a workplace communication appropriate to topic and specific audience.</p> <p>Activity: Write samples with a partner for workplace communication with different register for different job positions. ie: an email for a secretary versus an email to boss</p>	<p>Write a workplace type communication.</p> <p>Activity: Write a business letter including appropriate format in response to a teacher generated scenario with dictionary support and sample business letters for reference. Support as needed.</p>
ST	CA 4 1.8, 2.1, 2.6, 4.8				
FR.	II 2c. 3a-b, 4a, III 4e, IV 3a, c, 5-8				

Listening and Speaking

1 Develop and apply effective listening skills and strategies					
A	Grade 6				
Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Listen to music and various forms of media, speaking, reading. Activity: Draw an illustration to match a song, prose, poem, or read passage guided by the teacher.	Recall visually a favorite told or read story from a simplified text. Activity: Draw an illustration that depicts elements of a favorite story or favorite parts of a story guided by the teacher. Add descriptive words to pictures.	Select listening materials or books on tape/CD based on personal preference. Activity: Express opinions (likes, dislikes, favorites) in response to a modified read text by a partner.		
ST	CA 5,6 1.5, 1.6, 1.10				
FR.	II. 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies

A Grade 6

Purpose for Listening	Listen <ul style="list-style-type: none"> • for information 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to teacher-tell directions with pictorial/ visual support.</p> <p>Activity: Highlight key words that are critical to understanding important information. Teacher holds up the card with the important clueing pictures with words that carry meaning for the listener. Put the picture words on the wall.</p>	<p>Recite key words during listening to a simple story that carry the important information.</p> <p>Activity: Listen for important information with a focus on noun and verb carriers. Give cards with pictures and words from the simple text. Hold up the card when the teacher says the word on the card.</p>	<p>Demonstrate basic knowledge and comprehension of a modified text.</p> <p>Activity: Answer teacher-led questions about the text that requires an inverted statement response or with yes/no, or true/false. ie: Did the boy buy the shoes? Then possibly show a picture of the boy with the new shoes on his feet. “Yes the boy did buy new shoes.” Or “Yes the boy bought new shoes.”</p>	<p>Interpret and analyze important information from a read leveled text.</p> <p>Activity: Explain the meaning ‘why’ from the indirect information provided by context clues. i.e. What does the word _____ mean? Why did the boy in the passage get new shoes? If the boy is happy he got shoes, why did he cry at the end of the story?</p>	<p>Revise and correct wrong information critiquing fact and opinion.</p> <p>Activity: Listen critically to student read passages and assess whether the information is fact or an opinion. Articulate the components that make the information an opinion versus a fact.</p>
ST	CA 5,6 1.5, 1.6, 1.10				
FR.	II. 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies

A Grade 6

Purpose for listening	Listen <ul style="list-style-type: none"> • for directions 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen to teacher-tell directions with pictorial/ visual support.</p> <p>Activity: Follow picture directions of activities in the classroom ie: using the bathroom, going to lunch, turning in homework,</p> <p>Vocabulary: First, Second, Then, Next, Last, After</p>	<p>Show comprehension of directions through actions.</p> <p>Activity: Follow simple (3 steps or less) teacher-read directions with pictorial/ visual support.</p>	<p>Demonstrate understanding of directions.</p> <p>Activity: Make a game with a group of finding a hidden object in or out of the classroom ie: treasure hunt following oral directions.</p>	<p>Adjust or correct confusing directions.</p> <p>Activity: Design a search for words in a text using oral clues with a partner. Record location of word by saying, "I found the word in the 2nd paragraph, in the middle of the page, in the sixth line. It is the 6th word in a sentence."</p>	<p>Compose directions for a purpose to explore or discover.</p> <p>Activity: Create an exercise for following directions that requires a group or partner to explore and discover something unknown. Support as needed.</p>
ST	CA 5,6 1.5, 1.6, 1.10				
FR.	II. 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1 Develop and apply effective listening skills and strategies					
A Grade 6					
Purpose for listening	Listen <ul style="list-style-type: none"> to identify tone, mood and emotion of verbal and nonverbal communication 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	Identify emotions from visuals.	Describe emotions/moods using key vocabulary and visuals.	Specify tone/mood/emotion of an orally presented simplified text.	Determine the mood, tone, and emotion of a modified text recorded text with no facial clueing for meaning.	Compare and contrast the mood, tone, and emotion of a grade-level text.
	Activity: Teacher shows pictures of the different emotions reflected in material.	Activity: Identify verbs and adjectives that demonstrate the author's mood and/or emotion through teacher reading and with visual support or body language and class discussion.	Activity: Use criteria with a partner for classifying and labeling moods and emotions while listening to a teacher or student read different life scenarios. ie: emergency, holiday, ceremony, work, or play.	Activity: Listen to a taped version of a scenario from a life situation and guess the mood with no non-verbal clueing. Then provide facial and non-verbal clues and check if the interpretation of the mood changes.	Activity: Record a passage from a grade-level text on to a tape recorder using the proper voice and tone to convey mood and emotion. Let another student listen to the passage and judge what type of emotion is being conveyed by listening to the recorded passage.
	Vocabulary: feeling, happy, sad, angry	Vocabulary: tone, mood, emotion,	Note: Culturally not all cultures respond in the same way to crisis, grief, concern, pride, etc. ie: Japanese smile even when they are in trouble or something serious has happened. . .even death.	Vocabulary: visual, verbal, non-verbal, body language	
ST	CA 5,6 1.5, 1.6, 1.10				
FR.	II. 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8				

1	Develop and apply effective listening skills and strategies				
B	Grade 6				
Listening Behavior	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe language for questioning and body in different listening settings.</p> <p>Activity: Observe teacher/peer modeling of questioning and polite behavior techniques during an oral presentation or dialogue.</p> <p>Vocabulary: agree, disagree, confused, understand, do not understand</p> <p>Note: Listening strategies behaviors varies in different cultures.</p>	<p>Imitate appropriate pragmatics suitable for effective listening.</p> <p>Activity: Demonstrate the proper method of asking a question in the classroom by modeling peers.</p> <p>Note: Raising hand and waiting to be called upon may not be culturally appropriate for different cultures.</p>	<p>Identify examples of agreement, disagreement, and/or confusion while in a listening setting.</p> <p>Activity: Use body language and facial expression to communicate to the speaker understanding or confusion while listening. Learn to ask appropriate “Wh-questions” to (i.e., following classroom rules, staying on topic, polite phrasing, etc.) by working with a peer model.</p>	<p>Explain agreement, disagreement, or confusion with behaviors based on body language, intonation, and facial expressions.</p> <p>Activity: View a play, drama, or oral presentation. Notice how the characters respond and understand to another character’s questions/comments. Record responses and review descriptions with a peer.</p>	<p>Clarify and articulate the presenter’s view and/or purpose when given a teacher or peer oral presentation in a group.</p> <p>Activity: Compose and write a list of rules that reflect understanding the subtle aspects of active listening. Include in the class list rules that consider and accommodate different cultures who might show active listening from a western frame of reference.</p> <p>Note: Many cultures consider it disrespectful to look a person in the eye.</p>
ST	CA 5,6 1.5				
FR.	II. 5b, III 1c, IV 1e, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 6				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> • speak clearly and stay on topic 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Listen and repeat common words when given an oral list of items or illustrations</p> <p>Activity: Develop three spoken sentences clearly describing a given illustration or series of pictures.</p> <p>(i.e., Give red, blue, cat, and green, the student will repeat red, blue, and green.)</p>	<p>Practice clarity of speech while reciting a list of words from the topic.</p> <p>Activity: Identify the off topic statements and then restate the off-topic statements clearly as modeled by teacher.</p> <p>Vocabulary: focus, topic, on-off topic, understand (stood)</p>	<p>Discuss topic details of a dialogue and discuss which details are off the topic.</p> <p>Activity: Discuss with peer assistance on how to focus on keeping the topic and enunciating clearly.</p> <p>Vocabulary: clarity, enunciate, pronounce, dialogue, presentation</p>	<p>Create a simulation of a presentation that has phrases off the topic.</p> <p>Activity: Focus on the topic and when the speaker goes off the topic give an indicator (raised hand, tally, etc.) Tally or mark during the talk when the speaker is not understood and enunciation is not clear. Discuss results of tallies with the group</p>	<p>Critique the effectiveness of keeping on topic and enunciating clearly of an oral presentation.</p> <p>Activity: Design a rubric for grading and marking presentations for topic and pronunciation.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR.	II. 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, , IV 1d, 3a, c, f, 5-8				

2	Develop and apply effective speaking skills and strategies for various audiences and purposes				
A	Grade 6				
Discussion and Presentation	In discussions and presentations, <ul style="list-style-type: none"> • use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact 				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Observe language and eyes in different settings with different audiences.</p> <p>Activity: Listen to examples of volume, intonation, rate of speech, inflections. Watch facial and eye expressions. Meaning of eye expressions and language are explained by teacher.</p> <p>Note: Many cultures consider it disrespectful to look a person in the eye.</p>	<p>Imitate and identify appropriate pragmatics suitable in different contexts.</p> <p>Activity: Look at a situation and match different types of moods or expressions to indicate the appropriate response. Check with a work group to see if responses parallel to others in the group.</p>	<p>Interpret the speaking skills of presented characters' voices and imitate the character's speech characteristics</p> <p>Activity: Listen to different audio recordings with a variety of speech elements and discuss what the tones and sounds of voice mean with a partner. Copy a face, eye and speech to match the mood of voice on tape.</p> <p>Vocabulary: volume, tone, rate, speed, pronunciation, fluency, inflection and eye contact, space, distance</p>	<p>Demonstrate the use of appropriate speech characteristics to express mood and emotions</p> <p>Activity: Discuss different purposes for using different tones, rates of speech, and eye contact. Give a simulation or a scenario and respond to the context with the appropriate supra-segmentals of voice and eyes using a small group for support. .</p>	<p>Present appropriate speech characteristics to whole class.</p> <p>Activity: Write a short play, role play, skit and choose classmates to participate or perform designing voice to match the context of the play.</p> <p>Note: Many cultures consider it disrespectful to look a person in the eye.</p>
ST	CA 1, 6 2.1, 2.3, 4.6				
FR.	II. 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, , IV 1d, 3a, c, f, 5-8				

2 Develop and apply effective listening skills and strategies					
B	Grade 6				
Giving Directions	Give clear and concise multi-step oral directions to complete a complex task				
	Basic Beginner	High Beginner	Low Intermediate	High Intermediate	Advanced/Proficient
	<p>Sequence visuals to show understanding of multi-step directions.</p> <p>Activity: Use pictures to present a series of activities around the classroom such as 3 steps to sharpen a pencil, 5 steps to completing a composition.</p>	<p>Demonstrate multi-step directions of a simple task.</p> <p>Activity: Use simple vocabulary and pictures and with assistance complete a series of steps to make something to eat such as macaroni and cheese, boil an egg, or make a peanut butter sandwich</p>	<p>Create multi-step directions in a cooperative group.</p> <p>Activity: Give oral or written directions with pictures and words from a core vocabulary.</p>	<p>Design a task with multi-step directions.</p> <p>Activity: Guide with oral multi-step directions a partner to complete a task. Give directions with no visual support only spoken or written words.</p>	<p>Present to class or small group multi-step oral directions to complete a task.</p> <p>Activity: Create a lego design from a drawn diagram or find a location on a map. Give written directions to get to an unknown place. Practice asking questions to clarify information for better directions. Support as needed.</p>
ST	CA 1, 6 2.1, 2.3				
FR.	II 6d, IV 1d, 5-8				