

Section: Reading Behaviors - Sixth Grade

Rationale: Communication skills are central to both cognitive and social development. People read, write, talk, listen, view and represent ideas visually to find and interpret information, to combine knowledge and experience, to reflect and relax, to explore possibilities and generate new ideas, to solve problems, to make decisions, and to communicate their experiences to others.

CPS students are able to successfully apply literacy skills in all academic, professional and personal areas of their lives as a result of the K-12 Language Arts curriculum.

Course Description: The Columbia Public Schools secondary Text Study curriculum builds on the foundation provided by the K-5 Reading program. Literacy skills used for comprehension are expanded as students learn in depth analysis and synthesis of text.

At the middle school level short shared text and reading workshop are two instructional strategies employed. Written response, exposition about text and a variety of speaking and listening activities increase as students' progress.

Formative assessment to guide instruction plays an essential role.

Learning Goal: Develops and applies knowledge of print and text features

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Interprets and analyzes information in titles/headings, text, pictures, captions, charts/graphs, maps, glossary and table of contents in grade-level text and print media (magazines and newspapers).	
		Recognizes and interprets text features of fiction, non-fiction, poetry, drama, biography, and autobiography.	

Learning Goal: Applies phonemic and orthographic knowledge to reading process

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Applies decoding strategies to problem-solve unknown words when reading.		
		Uses word structure clues (e.g. root words, prefixes, suffixes, word chunks) when encountering unknown words.	

Learning Goal: Monitors and reads fluently with appropriate phrasing and effective expression

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Reads grade-level text with appropriate phrasing, expression, and accuracy.		
	Adjusts reading rate to difficulty and type of text.		

Learning Goal: Develops and applies vocabulary skills in context

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Uses known words, affixes, root words, and synonyms and antonyms to learn new words.	
		Uses context clues to learn meanings of unknown words.	
Uses classroom resources including glossary, dictionary, and thesaurus to learn meanings of unknown words across content areas.			

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Uses new vocabulary in across content areas and in oral and written response to literature.		

Learning Goal: Independently select and apply appropriate comprehension strategies for reading a variety of texts

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		States a purpose for reading and a rate for reading.	
		Identifies and interprets author's viewpoint/ perspective.	
		Uses background knowledge /schema.	
		Previews text and graphics.	
		Uses pictures, text and text structures to make meaningful predictions.	
		Compares, contrasts, and analyzes relevant connections between text to text, noticing similarities and differences.	
		Compares, contrasts, and analyzes relevant connections between text to self.	
		Compares, contrasts, and analyzes relevant connections between text and world, demonstrating an awareness that literature reflects a culture and historic time frame.	
		Asks text related questions to clarify meaning.	
		Uses predictions, questioning, and connections to draw inferences.	
		Makes inferences about problems and solutions.	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Identifies and explains the relationship between the main idea and supporting details.	
		Develops and utilizes strategies to visualize oral and written text.	
		During and after reading, uses skills to paraphrase and summarize.	
		Self-monitors comprehension.	
		Integrates use of cueing systems (MSV).	
		Identifies and analyzes own reading strategies and sets goals.	

Learning Goal: Develop and apply skills and strategies to comprehend, analyze and evaluate a variety of print and non-print text

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Uses details from text to sequence events.	
		Uses text details to identify and explain point of view, characters, plot elements, setting, theme and author's craft in shared reading, read-aloud, and independent reading.	
		Evaluates the accuracy of information.	
		Uses details from text to analyze the influence of setting on character and plot.	
		Uses details from text to identify author's viewpoint/perspective.	
		Uses details from text to identify and evaluate problem solving processes.	
		Uses details from text to evaluate the effectiveness of solutions.	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Uses details from text to analyze/compare-contrast two or more texts.	
		Uses details from text to identify and explain cause and effect.	
		Identifies and explains previously learned figurative language and onomatopoeia, alliteration, and idiom.	
		Identifies and explains viewpoints conveyed in various media (video, web, art, pictures).	
	Reads and follows multi-step directions to perform a complex task.		