

Reading Grade Expectations: Grade 6

Standard 1.1: Reading Strategies

Early Reading Skills and Strategies: Phonological Awareness

R6: 1 No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R6: 2 No GLE at this grade level

Word Identification Skills and Strategies

R6: 3 Applies word identification/decoding strategies by...

- Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes and suffixes)
(*See Appendix for the six syllable types.)

Context and Self-Correction Strategies

R6: 4 Applies context and self-correction strategies by...

- Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read

Vocabulary Strategies and Breadth of Vocabulary

R6: 5 Identifies the meaning of unfamiliar words by...

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)
- R-6-2.1

R6: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...

- Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or simple analogies
EXAMPLE (simple analogy): “parent is to child as cat is to kitten—parent:child as cat:kitten”

R-6-3.1

- Describing words in terms of categories, functions, or features
- Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

R-6-3.2

Comprehension Strategies

R6: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.

EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)

Monitoring and Adjusting Strategies

R6: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...

- Sampling a page of text for readability and interest
- Previewing, skimming, and scanning text selections
- Stopping to reread, adjust pace, and use other strategies as needed

Standard 1.2: Reading Accuracy

Accuracy and Fluency

R6: 9 Reads grade-level-appropriate material with:

- **Accuracy:** reading material appropriate for grade 6 with 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix for suggested rates.)
- **Fluency:** reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue

Standard 1.3: Reading Comprehension

Standard 5.13: Responding to Text

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R6: 10 Demonstrate initial understanding of elements of literary text by...

- Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time

EXAMPLE (of setting changing): “In this poem, how does the farm’s appearance change over the years?”
R–6–4.1

- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

R–6–4.2

- Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths)

R6: 11 Demonstrate initial understanding of author’s craft used in literary texts by...

- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, flashback, onomatopoeia, or repetition

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R6: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...

- Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

R–6–7.1

- Using information from the text to answer questions related to main/central ideas or key details

R–6–7.2

- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

R-6-7.3

- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, content trade books, textbooks, newspapers, public documents and discourse, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and **practical/functional texts:** procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets)

Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R6: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...

- Explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next)

R-6-5.1

- Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

R-6-5.2

- Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)

R-6-5.3

- Explaining how the narrator's point of view affects the reader's interpretation

EXAMPLE: "This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?"

R-6-5.4

- Identifying author's message or theme

R-6-5.5

R6: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...

- Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works

R-6-6.1

R6: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Standard 1.3: Reading Comprehension Standard 5.13: Responding to Text

Analysis and Interpretation of Informational Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R6: 16 Analyze and interpret informational text, citing evidence as appropriate by...

- Connecting information *within* a text or *across* texts R-6-8.1
- Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) R-6-8.2
- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant R-6-8.3
- Distinguishing fact from opinion, and identifying possible bias/propaganda R-6-8.4
- Making inferences about causes or effects R-6-8.5

Standard 1.4: Reading Range of Text

Reading Extensively

R6: 17 Demonstrates the habit of reading extensively* by...

- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

** Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R6: 18 Demonstrates the habit of reading widely and in depth by...

- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, legends, myths; **informational:** thesaurus, biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks; and **practical/ functional texts:** procedures, instructions, menus, recipes, announcements invitations, advertisements, pamphlets)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Standard 1.4: Reading Range of Text

Standard 5.12: Literate Community

Literate Community

R6: 19 Demonstrates participation in a literate community by...

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others