

English / Language Arts Philosophy

We feel it is essential for our students to develop skills that enable them to be lifelong learners. Communication skills, that is, the ability to read, write, speak, listen, view critically, and use technology, are of the utmost importance. We recognize the need for continuous development of these skills to be necessary for individual growth and success. Our first obligation is to ensure that our students develop their language skills to their full potential. We organize our classes in a manner that strives to meet the individual needs of each student. New programs have been implemented at the district and school levels to help ensure that our students meet this goal.

The teaching of values is one of the underlying purposes for studying literature. It is one of the many responsibilities of public education to produce students who are, at the very least, aware of the values that are the foundation of our society. We feel that students must have developed communication skills in order to fully comprehend, evaluate, and express these values.

In order for students to benefit from their education, they must be capable of understanding that their world goes beyond the limit of their own environment. It is our goal to make sure that they have the skills that enable them to make sound judgments about whatever it is that they encounter. The ability to do so is based upon a continual learning process, which has as its foundation the ability to analyze various forms of communication and to arrive at valid conclusions based upon that analysis.

We realize that our students arrive with a unique set of personal experiences that not only impact how they view the world, but also impact how they will analyze it. It is our goal to expand those experiences and hone those analytical skills so that all of our students can reach their full potential and experience success.

Grade Level: Sixth

Goal: Reading Fluency and Accuracy

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
R-6-1 Students will read appropriate material with . . .	*Checklists *Running records *Oral reading observations *Informal observations Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments	R-6-11.1 Accuracy: reading material appropriate for <u>grade 6</u> with 90-94% accuracy SF 6.1-6.6: DI 60 R-6-11.2 Fluency: <u>reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading</u> R-6-11.3 Fluency: <u>reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue</u> SF 6.1: 41a, 87a 6.2: 193a, 265a 6.3: 345a, 399a 6.4: 429a, 499a 6.5: 561a, 619a 6.6: 671a, 723a	*Leveled Books *Trade Books *Nonfiction books *Textbooks –Social Studies and Science *Reading Street Text *Reading Street Fresh Read for Differentiated Test Practice *Reading Street Baseline, Unit, and End-of Year Tests *www.pearsonsuccessnet.com *Audio CDs *Reading Street Guide on the Side

Grade Level: Sixth

Goal: Word Identification Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-1</p> <p>Students will apply word identification/decoding strategies.</p>	<ul style="list-style-type: none"> *Tests of spelling concepts *Check of writing pieces – daily and assigned *Oral reading in content areas Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-1.1 <u>Identifying multisyllabic words by using knowledge of sounds, syllable division, and word patterns</u></p> <p>SF 6.1: 44b, 101c 6.2: 170b 6.3: 276-277, 324b 6.4: 480b, 527c 6.5: 584b 6.6: 654-655</p>	<ul style="list-style-type: none"> *Spelling text *SRA *Dictionaries *Thesauruses *Reading Street Text *Reading Street Strategies for Word Analysis *Reading Street Word Study and Practice Book *Tested Vocabulary Cards *Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Vocabulary Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-2</p> <p>Students will identify the meaning of unfamiliar vocabulary.</p>	<ul style="list-style-type: none"> *Teacher observation *Weekly spelling tests *Content vocabulary matching *Usage in sentences Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-2.1 <u>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)</u></p> <p>SF 6.1: 44b, 65c 6.2: 148, 167c 6.3: 348b 6.4: 502-503, 527c 6.5: 584-585, 602b 6.6: 654-655</p>	<ul style="list-style-type: none"> *Textbooks *Spelling Text *Language Text *Dictionaries *Thesauruses *Reading Street Text *Reading Street Strategies for Word Analysis *Reading Street Word Study and Practice Book *Tested Vocabulary Cards * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Breadth of Vocabulary

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-3</p> <p>Students will show breadth of vocabulary through demonstrating understanding of word meanings or relationships by . . .</p>	<ul style="list-style-type: none"> *Teacher Observation *Spelling textbook assessments *Oral discussion *Checklists Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-3.1 <u>Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning</u> SF 6.1: 114b 6.3: 324-325, 374-375 6.4: 458b 6.5: 584-585, 602b 6.6: 769c</p> <p>R-6-3.2 <u>Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary</u> SF 6.2: 222b, 243c 6.4: 432b, 499c 6.6: 700b, 739</p>	<ul style="list-style-type: none"> *Thesaurus *Dictionary *Spelling text *Language Text *SRA *Trade Books *Reading Street Text *Reading Street Strategies for Word Analysis *Reading Street Word Study and Practice Book *Tested Vocabulary Cards * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Initial Understanding of Literary Texts

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-4</p> <p>Students will demonstrate initial understanding of elements of literary texts by . . .</p>	<ul style="list-style-type: none"> *Questioning *Retelling *Summaries (oral and written) *Reader Response Journals *Predictions Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-4.1 <u>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</u> SF 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p> <p>R-6-4.2 <u>Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</u> SF 6.1: 36, 62, 132 6.2: 162, 215, 262 6.3: 292, 340, 396 6.4: 448, 494, 522 6.5: 558, 596, 638 6.6: 668, 718, 762</p> <p>R-6-4.3 <u>Generating questions before, during, and after reading to enhance understanding and recall, expand understanding and/or gain new information</u> 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p>	<ul style="list-style-type: none"> *Trade books Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-5</p> <p>Students will analyze and interpret elements of literary texts, citing evidence where appropriate by . . .</p>	<ul style="list-style-type: none"> *Informal observations *Conversations *Reader Response Journals Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-5.1 <u>Explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next)</u> SF 6.1: 18-19, 79 6.5: 536-537, 629</p> <p>R-6-5.2 <u>Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time</u> SF 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p>	<ul style="list-style-type: none"> *Trade books * Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-5</p> <p>Students will analyze and interpret elements of literary texts, citing evidence where appropriate by . . .</p>	<ul style="list-style-type: none"> *Informal observations *Conversations *Reader Response Journals Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-5.3 <u>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)</u></p> <p>SF 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p> <p>R-6-5.4 <u>Explaining how the narrator’s point of view affects the reader’s interpretation.</u></p> <p>SF 6.1: 41b 6.3: 329 6.5: 397b, 734</p> <p>R-6-5.5 <u>Identifying author’s message or theme.</u></p> <p>SF 6.1: 34, 60, 71 6.2: 259 6.3: 402</p>	<ul style="list-style-type: none"> *Trade books * Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-6</p> <p>Students will analyze and interpret author’s craft, citing evidence where appropriate by . . .</p>	<ul style="list-style-type: none"> *Informal observations *Discussion Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-6.1 <u>Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary work.</u> SF 6.1: 29, 137b, 140 6.2: 202, 227 6.3: 313, 329, 359 6.4: 488, 499b 6.5: 569, 636 6.6: 666, 734, 769b</p> <p>R-6-6.2 <u>Demonstrating knowledge of use of literary elements and devices (e.g. rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms) to analyze literary work.</u> SF 6.1: 29, 137b, 140 6.2: 202, 227 6.3: 313, 329, 359 6.4: 488, 499b 6.5: 569, 636 6.6: 666, 734, 769b</p>	<ul style="list-style-type: none"> *Trade Books * Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-16</p> <p>Students will generate a personal response to what is read through a variety of means and through . . .</p>	<ul style="list-style-type: none"> *Informal observations *Discussion Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-16.1 <u>Comparing stories or other texts to related personal experience, prior knowledge, or to other books.</u></p> <p>SF 6.1: 41, 87, 111</p> <p>6.2: 167, 193</p> <p>6.3: 297, 345</p> <p>6.4: 455, 527</p> <p>6.5: 561, 643</p> <p>6.6: 671, 697</p> <p>R-6-16.2 <u>Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective).</u></p> <p>SF 6.1: 36</p> <p>6.2: 167, 193, 215</p> <p>6.3: 292, 316, 371</p> <p>6.4: 426, 494, 522</p> <p>6.5: 578</p> <p>6.6: 697</p>	<ul style="list-style-type: none"> *Trade Books * Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Initial Understanding of Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-7</p> <p>Students will demonstrate initial understanding of informational texts (expository and practical texts).</p>	<ul style="list-style-type: none"> *Informal Observations *Questioning *Tests *Written Responses to prompts *Graphic organizers Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-7.1 <u>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)</u> SF 6.1: 92-106, 108-111 6.2: 172-188, 198-214 6.3: 318-321, 398-399 6.4: 428-429, 504-521 6.6: 676-692</p> <p>R-6-7.1b <u>Obtaining information from text features (e.g. maps, diagrams, tables, captions, timelines, citations, or transitional devices)</u> SF 6.1: 38-41, 92-106 6.2: 190-193, 244-245 6.3: 398-399 6.4: 520-521 6.6: 672-673</p> <p>R-6-7.2 <u>Using information from the text to answer questions related to main/central ideas</u> SF 6.1: 150-162 6.2: 170-188 6.4: 474 6.5: 600-601</p>	<ul style="list-style-type: none"> *Trade Books Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Initial Understanding of Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-7</p> <p>Students will demonstrate initial understanding of informational texts (expository and practical texts).</p>	<ul style="list-style-type: none"> *Informal Observations *Questioning *Tests *Written Responses to prompts *Graphic organizers Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-7-3 <u>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)</u> SF 6.1: 66-67, 112-113 6.2: 168-169, 244-245 6.3: 274-275, 346-347 6.4: 408-409, 456-457, 500-501 6.5: 536-537, 600-601 6.6: 652-653, 698-699</p> <p>R-7-4 <u>Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information</u> SF 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p>	<ul style="list-style-type: none"> * Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Initial Understanding of Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-7</p> <p>Students will demonstrate initial understanding of informational texts (expository and practical texts).</p>	<ul style="list-style-type: none"> *Informal Observations *Questioning *Tests *Written Responses to prompts *Graphic organizers Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-7.5 <u>Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, thesauruses, encyclopedias, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets)</u></p> <p>SF 6.1: 41k, 871, 111k, 121 6.2: 179, 217-219, 2431 6.3: 350-363, 3991 6.4: 429k, 482-493, 517 6.5: 5811, 624-637 6.6: 676-691, 728-743, 7691</p>	<p>Reading Street Text</p> <ul style="list-style-type: none"> *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Analysis and interpretation of informational texts/citing evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-8</p> <p>Students will analyze and interpret informational text, citing evidence as appropriate by . . .</p>	<ul style="list-style-type: none"> *Informal Observation *Questioning *Written responses *Reader response journals Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-8.1 <u>Connecting information within a text or across texts</u> SF 6.1: 41, 87, 137 6.2: 156, 186, 219, 230, 265 6.3: 297, 321, 345, 371 6.4: 429, 466, 492, 527 6.5: 546, 581, 599, 643 6.6: 671, 716, 734, 769</p> <p>R-6-8.2 <u>Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)</u> SF 6.1: Related Content 34, 60, 71 138 6.2: Related Content 259 6.3: Related Content 402 6.4: Related Content 424, 486 6.5: Related Content 429, 492 6.6 Related Content 697, 723, 769</p> <p>R-6-8.3 <u>Drawing inferences about text, including author’s purpose or message; or forming and supporting opinions/judgments and assertions about central ideas</u> SF 6.1: 125 6.4: 430l-430m, 451 6.5: 562l-562m 6.6: 652-653</p>	<p>Reading Street Text</p> <ul style="list-style-type: none"> *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Analysis and interpretation of informational texts/citing evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-8</p> <p>Students will analyze and interpret informational text, citing evidence as appropriate by . . .</p>	<ul style="list-style-type: none"> *Informal Observation *Questioning *Written responses *Reader response journals Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-8.4 <u>Distinguishing fact from opinion, and identifying possible bias/propaganda</u> SF 6.1: 112-113, 135 6.4: 439, 443 6.5: 562l-562m, 581b 6.6: 697b</p> <p>R-6-8.5 <u>Making inferences about causes and effects</u> SF 6.1: 31 6.3: 361 6.4: 408l-408m, 456l-456m 6.5: 562l-562m 6.6: 672l-672m</p>	<p>Reading Street Text</p> <ul style="list-style-type: none"> *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Comprehension Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-13</p> <p>Students will use comprehension strategies (flexibly and as needed) <u>before, during, and after</u> reading literary and informational text.</p>	<ul style="list-style-type: none"> *Informal observations *Questioning *Guided Reading Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-13 <u>Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text</u></p> <p>SF 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p>	<ul style="list-style-type: none"> * Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Comprehension Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-12</p> <p>Students will demonstrate ability to monitor comprehension for different purposes by . . .</p>	<ul style="list-style-type: none"> *Informal observations *Questioning *Guided Reading Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-12.1 <u>Using a range of self-monitoring and self correction approaches (e.g., predicting and confirming, rereading, adjusting rate, subvocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues).</u></p> <p>SF 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262. 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p>	<p>Reading Street Text</p> <ul style="list-style-type: none"> *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Comprehension Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-14 The student will demonstrate the habit of reading widely and extensively by . . .</p>	<ul style="list-style-type: none"> *Informal observations *Questioning *Guided Reading Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-14.1 <u>Reading with frequency, including in school, out-of-school, and summer reading</u> SF 6.1: 18g-1-18g-2, 66g-1-66g-2, 112g-112g-2 6.2: 168g-1-168g-2, 220g-1-220g-2, 244g-1-244g-2 6.3: 274g-1-274g-2, 322g-1-322g-2, 372g-1-372g-2 6.4: 408g-1-408g-2, 456g-1-456g-2, 500g-1-500g-2 6.5: 536g-1-536g-2, 528g-1-528g-2, 620g-1-620g-2 6.6: 672g-1-672g-2, 724g-1-724g-2, 750g-1-750g-2</p>	<ul style="list-style-type: none"> Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Comprehension Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-14 The student will demonstrate the habit of reading widely and extensively by . . .</p>	<ul style="list-style-type: none"> *Informal observations *Questioning *Guided Reading Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-14.2 <u>Reading from a wide range of genres/kinds of texts, including primary and secondary sources, and a variety of authors</u> SF 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p> <p>R-6-14.3 <u>Reading multiple texts for depth of understanding an author, a subject, a theme, or genre</u> SF 6.1: 71, DI:9, DI:19, DI:29, DI:39 6.2: 259, DI:9, DI:19, DI:29, DI: 39 6.3: DI:9, DI:19, DI:29, DI: 39 6.4: DI:9, DI:19, DI:29, DI: 39 6.5: DI:9, DI:19, DI: 29, DI: 39 6.6: DI: 9, DI:19, DI:29, DI: 39</p>	<p>Reading Street Text</p> <ul style="list-style-type: none"> *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Comprehension Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-15</p> <p>Research by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by . . .</p>	<ul style="list-style-type: none"> *Informal observations *Questioning *Guided Reading Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-15.1 <u>Identifying potential sources of information</u> SF 6.1: 126 6.3: 399I</p> <p>R-6-15.2 <u>Evaluating information presented, in terms of relevance</u> SF 6.1: 126 6.3: 399I</p> <p>R-6-15.3 <u>Gathering, organizing, and interpreting the information</u> SF 6.4: 477I</p> <p>R-6-15.4 <u>Using evidence to support conclusions</u> SF 6.2: 160, 183 6.4: 477I</p>	<p>Reading Street Text</p> <ul style="list-style-type: none"> *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth
Goal: Habit of Writing

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-10 Habit of Writing: Uses a Writing Process</p>	<ul style="list-style-type: none"> *Quizzes/tests *Flashcards *Writing Samples Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-10 <u>Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products</u></p> <p>SF 6.1: 41g-41h, 87g-87h, 137g-137h 6.2: 167g-167h, 219g-219h, 265g-265h 6.3: 297g-297h, 345g-345h, 399g-399h 6.4: 429g-429h, 477g-477h, 527g-527h 6.5: 561g-561h, 599g-599h, 643g-643h 6.6: 671g-671h, 723g-723h, 769g-769h</p>	<p>Reading Street Text</p> <ul style="list-style-type: none"> *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com *John Collins Writing

Grade Level: Sixth

Goal: Reading extensively and in depth

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-17</p> <p>Students will demonstrate participation in a literate community.</p>	<ul style="list-style-type: none"> *Discussion *Informal observations *Checklists *Questioning Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>R-6-17.1 <u>Self-selecting reading materials aligned with reading ability and personal interests</u></p> <p>SF 6.1: DI:57-Di58, TR 14-TR17 6.2: DI:57-Di58, TR 14-TR17 6.3: DI:57-Di58, TR 14-TR17 6.4: DI:57-Di58, TR 14-TR17 6.5: DI:57-Di58, TR 14-TR17 6.6: DI:57-Di58, TR 14-TR17</p> <p>R-6-17.2 <u>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</u></p> <p>SF 6.1: 22-36, 46-62, 116-132 6.2: 150-162, 198-215, 248-262 6.3: 278-292, 326-340, 376-396 6.4: 432-448, 482-494, 504-522 6.5: 540-558, 586-596, 624-683 6.6: 656-668, 705-718, 754-762</p>	<ul style="list-style-type: none"> *Trade Books Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Breadth of Reading: Reading for Research across content areas

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-6-15</p> <p>Students will research by reading multiple sources (including print and non-print texts) to report information, solve a problem, or to formulate a judgment by . . .</p>	<ul style="list-style-type: none"> *Informal observation *Research reports –final copies *Notes *Checklists *Questioning Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<ul style="list-style-type: none"> R-6-15.1 <u>Identifying potential sources of information</u> SF 6.1: 126 6.3: 3991 R-6-15.2 <u>Evaluating information presented, in terms of relevance</u> SF 6.1: 126 6.3: 3991 R-6-15.3 <u>Gathering, organizing, and interpreting the information</u> SF 6.4: 4771 R-6-15.4 <u>Using evidence to support conclusions</u> SF 6.2: 160, 183 6.4: 4771 	<ul style="list-style-type: none"> Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Structures of Language

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-1</p> <p>Students will demonstrate command of the structures of sentences, paragraphs and text by . . .</p>	<ul style="list-style-type: none"> *Observations *Quizzes/tests *Flashcards *Writing Samples Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-1.1 <u>Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</u> SF 6.1: 41g-41h 6.2: 193g-193h, 265g-265h 6.3: 371g-371h 6.4: 477g-477h 6.5: 619g-619h</p> <p>W-6-1.2 <u>Using the paragraph form: indenting, main idea, supporting details</u> SF 6.1: 65g-65h 6.2: 265g-265h 6.3: 297g-297h 6.4: 527g-527h 6.5: 619g-619h 6.6: 671g-671h</p> <p>W-6-1.3 <u>Recognizing organizational structures within paragraphs</u> SF 6.1: 65g-65h, 111g-111h 6.2: 167g-167h 6.3: 297g-297h 6.4: 527g-527h 6.5: 619g-619h 6.6: 671g-671h</p>	<ul style="list-style-type: none"> * *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Structures of Language

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-1</p> <p>Students will demonstrate command of the structures of sentences, paragraphs and text by . . .</p>	<ul style="list-style-type: none"> *Observations *Quizzes/tests *Flashcards *Writing Samples Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-1.4 <u>Applying a format and text structure appropriate to the purpose of the writing</u></p> <p>SF 6.1: 65g-65h 6.2: 219g-219h 6.3: 321g-321h 6.4: 527g-527h 6.5: 643g-643h 6.6: 723g-723h</p> <p>W-6-1.6 <u>Applying directionality as appropriate to text</u></p> <p>SF 6.1: 87g-87h 6.2: 167g-167h 6.3: 345g-345h 6.4: 429g-429h 6.5: 619g-619h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Writing in Response to Literary or Informational Text (Showing Understanding of Ideas in Text/Making Analytical Judgments)

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-3</p> <p>In response to literary or informational text, students make and support analytical judgments about text by . . .</p>	<ul style="list-style-type: none"> *Observation *Conferencing *Writing samples *Class discussions *Open response questions *KWL charts Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-3.1 <u>Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question</u> SF 6.1: 62 6.2: 265g-265h 6.3: 297g-297h 6.4: 561g-561h 6.6: 671g-671h</p> <p>W-6-3.2 <u>Making inferences about content, events, characters, setting, or common themes and the relationship(s) among them</u> SF 6.1: 65g-65h 6.2: 193g-193h 6.3: 371g-371h 6.4: 561g-561h 6.6: 671g-671h</p> <p>W-6-3.3 <u>Using specific details and references to text or relevant citations to support focus or judgment</u> SF 6.1: 65g-65h, 111g-111h 6.3: 297g-297h, 321g-321h 6.4: 429g-429h 6.5: 619g-619h 6.6: 671g-671h, 723g-723h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Writing in Response to Literary or Informational Text (Showing Understanding of Ideas in Text/Making Analytical Judgments)

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-3</p> <p>In response to literary or informational text, students make and support analytical judgments about text by . . .</p>	<ul style="list-style-type: none"> *Observation *Conferencing *Writing samples *Class discussions *Open response questions *KWL charts Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-3.4 <u>Organizing ideas, using transition words/phrases and writing a conclusion that provides closure</u></p> <p>SF 6.2: 167g-167h, 193g-193h 6.3: 297g-297h, 399g-399h 6.4: 581g-581h 6.5: 643g-643h 6.6: 723g-723h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Narrative Writing – Creating a story line and applying Narrative Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-4</p> <p>In written narratives, students organize and relate a story line/plot/series of events by . . .</p>	<ul style="list-style-type: none"> *Observation *Conferencing *Published pieces *Drafts *Journals Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-4.1 <u>Creating a clear and coherent (logically consistent) story line</u> SF 6.1: 41g-41h 6.4: 429g-429h, 455g-455h</p> <p>W-6-4.2 <u>Establishing context, problem/conflict/challenge, and resolution, and maintaining point of view</u> SF 6.1: 41g-41h 6.4: 455g-455h</p> <p>W-6-4.3 <u>Using transition words/phrases to establish clear chronology and to enhance meaning</u> SF 6.2: 167g-167h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Narrative Writing – Creating a story line and applying Narrative Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-5</p> <p>Students will demonstrate use of narrative strategies by . . .</p>	<ul style="list-style-type: none"> *Observation *Conferencing *Published pieces *Drafts *Journals Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-5.1 <u>Using relevant and descriptive details and sensory language to advance the plot/story line</u> SF 6.1: 41g-41h, 87g-87h 6.4: 429g-429h</p> <p>W-6-5.2 <u>Using dialogue to advance plot/story line</u> SF 6.4: 455g-455h, 499g-499h</p> <p>W-6-5.3 <u>Developing characters through description, dialogue, and actions</u> SF 6.1: 65g-65h 6.4: 455g-455h, 499g-499h</p> <p>W-6-5.4 <u>Using voice appropriate to purpose</u> SF 6.1: 87g-87h 6.2: 219g-219h 6.3: 371g-371h 6.4: 499g-499h 6.6: 723g-723h</p> <p>W-6-5.5 <u>Maintaining focus</u> SF 6.1: 41g-41h 6.3: 371g-371h 6.4: 429g-429h</p> <p>W-6-5.5 <u>Selecting and elaborating important ideas; and excluding extraneous details</u> SF 6.4 477g-477h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Informational Writing (Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information)

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-6 In informational writing, students organize ideas/concepts by . . .</p>	<ul style="list-style-type: none"> *Observation *Published pieces such as research reports, letters, etc. *Conferencing Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-6.1 <u>Using an organizational text structure appropriate to focus/controlling idea</u> SF 6.1: 65g-65h, 111g-111h 6.2: 167g-167h 6.3: 297g-297h 6.5: 619g-619h</p> <p>W-6-6.2 <u>Selecting appropriate information to set context, which may include a lead/hook</u> SF 6.1: 137g-137h 6.2: 167g-167h 6.3: 321g-321h 6.4: 429g-429h 6.6: 723g-723h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Informational Writing (Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information)

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-7 In informational writing, students effectively convey purpose by . . .</p>	<ul style="list-style-type: none"> *Observation *Published pieces such as research reports, letters, etc. *Conferencing Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-7.1 <u>Establishing a topic</u> SF 6.1: 111g-111h 6.2: 193g-193h 6.3: 297g-297h 6.4: 429g-429h 6.5: 619g-619h 6.6: 671g-671h</p> <p>W-6-7.2 <u>Stating and maintaining a focus/controlling idea on a topic</u> SF 6.1: 111g-111h 6.3: 297g-297h 6.6: 671g-671h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Informational Writing (Reports, Procedures, or Persuasive Writing) – Using Elaboration Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-8 In informational writing, students demonstrate use of a range of elaboration strategies by . . .</p>	<ul style="list-style-type: none"> *Observation *Published pieces such as research reports, letters, etc. *Conferencing Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-8.1 <u>Including facts and details relevant to focus/controlling idea, and excluding extraneous information</u> SF 6.1: 111g-111h 6.3: 297g-297h 6.5: 581g-581h 6.6: 671g-671h</p> <p>W-6-8.2 <u>Including sufficient details or facts for appropriate depth of information: naming, describing, explaining,, comparing, use of visual images</u> SF 6.1: 87g-87h 6.2: 193g-193h, 265g-265h 6.5: 581g-581h 6.6: 671g-671h</p> <p>W-6-8.3 <u>Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports)</u> SF 6.5: WA2-WA9</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Writing Conventions –Applying Rules of Grammar, Usage, and Mechanics

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-9 In independent writing, students demonstrate command of appropriate English conventions by . . .</p>	<ul style="list-style-type: none"> *Work samples *Daily work *Observation *Journal entries Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-9.1 <u>Applying rules of standard English usage to correct grammatical errors</u> Examples: subject-verb agreement, <u>irregular plurals, sentence fragments and run-ons</u> SF 6.1: 41e-41f, 87e-87f, 137e-137f 6.2: 167e-167f, 219e-219f, 265e-265f 6.3: 297e-297f, 345e-345f, 399e-399f 6.4: 429e-429f, 477e-477f, 527e-527f 6.5: 561e-561f, 599e-599f, 643e-643f 6.6: 671e-671f, 723e-723f, 769e-769f W-6-9.2 <u>Applying basic capitalization rules</u> SF 6.5: 561f, 581f, 643e</p>	<ul style="list-style-type: none"> * *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Writing Conventions –Applying Rules of Grammar, Usage, and Mechanics

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-6-9 In independent writing, students demonstrate command of appropriate English conventions by . . .</p>	<ul style="list-style-type: none"> *Work samples *Daily work *Observation *Journal entries Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-9.4 <u>Using punctuation to clarify meaning</u> (examples: commas, apostrophes, quotation marks)</p> <p>SF 6.1: 41e-41f, 87e-87f, 137e-137f</p> <p>6.2: 167e-167f, 219e-219f, 265e-265f</p> <p>6.3: 297e-297f, 345e-345f, 399e-399f</p> <p>6.4: 429e-429f, 477e-477f, 527e-527f</p> <p>6.5: 561e-561f, 599e-599f, 643e-643f</p> <p>6.6: 671e-671f, 723e-723f, 769e-769f</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

Grade Level: Sixth

Goal: Writing Conventions –Applying Rules of Grammar, Usage, and Mechanics

<p>W-6-9 In independent writing, students demonstrate command of appropriate English conventions by . . .</p>	<ul style="list-style-type: none"> *Work samples *Daily work *Observation *Journal entries Assessment Handbook Baseline Group Tests Dibels Assessment Unit and End-of-Year Benchmark Assessments 	<p>W-6-9.5 Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules (examples: consonant doubling, consonant patterns, units of meaning-common roots, base words, pre/suffixes)</p> <p>SF 6.1: 41i-41j, 87i-87j, 137i-137j 6.2: 167i-167j, 219i-219j, 265i-265j 6.3: 297i-297j, 345i-345j, 399i-399j 6.4: 429i-429j, 477i-477j, 527i-527j 6.5: 561i-561j, 599i-599j, 643i-643j 6.6: 671i-671j, 723i-723j, 769i-769j</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com
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Grade Level: Sixth
Goal: Writing Habits

<p>W-6-11 The student demonstrates the habit of writing extensively by . . .</p>	<ul style="list-style-type: none"> *Work samples *Daily work *Observation *Journal entries Assessment Handbook Baseline Group Tests Unit and End-of-Year Benchmark Assessments 	<p><u>W-6-11.1 Writing with frequency, including in-school, out-of-school, and during the summer</u> SF 6.1: 36, 84, 132 6.2: 188, 262 6.3: 292, 316, 340 6.4: 426, 474, 522 6.5: 558, 596, 638 6.6: 668, 744, 762</p> <p><u>W-6-11.2 Sharing thoughts, observations, or impressions</u> SF 6.1: 41g-41h, 87g-87h 6.4: 499g-499h 6.5: 599g-599h</p> <p><u>W-6-11.3 Generating topics for writing</u> SF 6.1: 65g-65h, 87g-87h 6.2: 219g-219h, 265g-265h 6.3: 297g-297h, 345g-345h 6.4: 477g-477h, 499g-499h 6.5: 619g-619h, 561g-561h 6.6: 671g-671h, 723g-723h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com
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Grade Level: Sixth
Goal: Writing Habits

<p>W-6-11 The student demonstrates the habit of writing extensively by . . .</p>	<ul style="list-style-type: none"> *Work samples *Daily work *Observation *Journal entries Assessment Handbook Baseline Group Tests Unit and End-of-Year Benchmark Assessments 	<p>W-6-11.4 <u>Writing in a variety of genres</u> SF 6.1: 41g-41h, 87g-87h, 137g-137h 6.2: 167g-167h, 219g-219h, 265g-265h 6.3: 297g-297h, 345g-345h, 399g-399h 6.4: 429g-429h, 477g-477h, 527g-527h 6.5: 561g-561h, 599g-599h, 643g-643h 6.6: 671g-671h, 723g-723h, 769g-769h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com
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Grade Level: Sixth

Goal: Expressive Writing: Poetry

<p>W-6-12 In writing poetry, students demonstrate awareness of purpose by . . .</p>	<p>*Work samples *Daily work *Observation *Journal entries Assessment Handbook Baseline Group Tests</p>	<p>W-6-12 SF 6.5: 599g-599h</p>	<p>*Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book</p>
<p>W-6-13 In writing poetry, students use language effectively by . . .</p>	<p>Unit and End-of-Year Benchmark Assessments</p>	<p>W-6-13 SF 6.5: 599g-599h</p>	<p>*Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com</p>

Grade Level: Sixth

Goal: Expressive Writing: Reflective Essay

<p>W-6-14 In reflective writing, students explore and share thoughts, observations, and impressions by . . .</p>	<ul style="list-style-type: none">*Work samples*Daily work*Observation*Journal entriesAssessment HandbookBaseline Group TestsUnit and End-of-Year Benchmark Assessments	<p>W-6-14 (14.1-14.3) SF 6.1: 41g-41h, 87g-87h</p> <p>W-6-14 (14.4 to 14.6) SF 6.1: 41g-41h, 87g-87h</p>	<ul style="list-style-type: none">*Collins Writing*Reading Street Text*Reading Street Practice Book*Reading Street Grammar and Writing Practice Book*Daily Fix –It Transparencies*Grammar and Writing Book*Grammar Transparencies*Writing Kit*Writing Rubrics and Anchor Papers*Writing Transparencies*http://classroom.jc-schools.net/waltek/*www.pearsonsuccessnet.com
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Grade Level: Sixth

Goal: Oral Communication Strategies

<p>OC-6-1 In oral communication, students demonstrate interactive listening by . . .</p>	<p>*Daily work *Observation Assessment Handbook</p>	<p>OC-6-1.1 <u>Following verbal instructions to perform specific tasks, to answer questions, or to solve problems</u> SF 6.1: 41d, 87d 6.2: 193d 6.3: 297d, 345d 6.4: 429d, 455d 6.5: 599d, 619d 6.6: 697d, 749d OC-6-1.2 <u>Summarizing, paraphrasing, questioning, or contributing to information presented</u> SF 6.1: 41d 6.2: 193d 6.3: 297d, 321d 6.4: 429d, 455d 6.5: 561d, 599d OC-6-1.4 <u>Participating in large and small group discussions showing respect for a range of individual ideas</u> SF 6.1: 111d 6.2: 193d 6.3: 297d 6.4: 429d, 477d 6.5: 561d, 619d 6.6: 671d</p>	<p>*Reading Street Text *Reading Street Practice Book *Audio Text CDs</p>
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Grade Level: Sixth

Goal: Oral Communication Strategies

<p>OC-6-1 In oral communication, students demonstrate interactive listening by . . .</p>	<p>*Daily work *Observation Assessment Handbook</p>	<p>OC-6-1.5 <u>Reaching consensus to solve a problem, make a decision, or achieve a goal</u> SF 6.1: 111d 6.3: 297d 6.4: 429d 6.5: 619d 6.6: 671d, 697d</p>	<p>*Reading Street Text *Reading Street Practice Book *Audio Text CDs</p>
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Grade Level: Sixth

Goal: Oral Communication Strategies

<p>OC-6-2 In oral communication, students make oral presentations by . . .</p>	<p>*Daily work *Observation Assessment Handbook</p>	<p>OC-6-2.1 <u>Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges</u> SF 6.1: 41d, 65d 6.2: 193d 6.3: 297d 6.4: 455d, 499d 6.5: 561d, 599d 6.6: 697d, 769d OC-6-2.2 <u>Using verbal and nonverbal choices to convey consistent focus</u> SF 6.1: 41d, 65d 6.2: 193d 6.3: 321d 6.5: 581d, 619d 6.6: 671d OC-6-2.3 Telling stories, giving information using details and providing a coherent conclusion</p>	<p>*Reading Street Text *Reading Street Practice Book *Audio Text CDs</p>
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Grade Level: Sixth

Goal: Oral Communication Strategies

<p>OC-6-2 In oral communication, students make oral presentations by . . .</p>	<p>*Daily work</p> <p>*Observation</p> <p>Assessment Handbook</p>	<p><u>OC-6-2.3 Telling stories, giving information using details and providing a coherent conclusion</u> SF 6.1: 87d 6.2: 167d, 193d 6.3: 345d 6.4: 455d 6.5: 561d, 599d 6.6: 749d</p> <p><u>OC-6-2.4 Effectively responding to audience questions and feedback</u> SF 6.1: 111d 6.2: 193d 6.4: 429d 6.5: 599d 6.6: 723d, 744d</p> <p><u>OC-6-2.5 Using a variety of strategies of address to communicate ideas effectively</u> SF 6.1: 41d, 87d 6.2: 167d, 193d 6.3: 297d 6.4: 429d, 455d 6.5: 581d, 619d 6.6: 723d, 749d</p>	<p>*Reading Street Text</p> <p>*Reading Street Practice Book</p> <p>*Audio Text CDs</p>
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