

Sixth Grade Reading

PROCESS

PRODUCT/INDICATORS

EVALUATION

BUILDING BACKGROUND

(1)

reads silently daily

makes personal choice of a variety of reading materials for pleasure and/or information; reads student-written materials

teacher plans, observation, individual reading records, shared reactions to reading

Performance Standards

NM does not read silently
PM reads silently at least 1/2 of the time expected
M reads silently daily when expected

(2)

is read to daily

teacher plans, observation

Performance Standards

NM is not read to daily
PM is read to at least 3 days out of 5
M is read to daily

(3)

states what is already known about content (prior knowledge)

written or oral statement

Performance Standards

NM does not express prior knowledge
PM Often expresses prior knowledge
M Consistently expresses prior knowledge

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EVALUATION

(4)

predicts content

written or oral statement

Performance Standards

- NM does not predict content
- PM occasionally predicts content
- M consistently predicts content

(5)

states purpose or goal for reading

relates to rate and a strategy for reading

written or oral statement

Performance Standards

- NM does not state purpose for reading
- PM occasionally states purpose for reading
- M consistently states purpose for reading

COMPREHENDING

(6)

uses word identification strategies to read fluently

relationship between letters and sounds; knowledge of useful, familiar words; structural analysis; analogy of unfamiliar to familiar words; context...

oral reading that shows fluency and understanding, Presenting (below)

Performance Standards

- NM does not read grade level material fluently or with good understanding
- PM reads grade level material with poor fluency or understanding
- M reads grade level material fluently with good understanding

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(7)

summarizes, clarifies, questions, and predicts while reading

discussion or notes in a reading log/journal

oral or written response

Performance Standards

- NM does not summarize, clarify, question, and predict while reading
- PM occasionally summarizes, clarifies, questions, and predicts while reading
- M consistently summarizes, clarifies, questions, and predicts while reading

(8)

monitors own comprehension and self-corrects when necessary

checks understanding against predictions; rereads; uses context; reads further to clarify; adjusts rate; asks for help

observation, checklist

Performance Standards

- NM does not monitor and self-correct
- PM occasionally monitors and self-corrects
- M consistently monitors and self-corrects

PRESENTING

(9)

reads and demonstrates comprehension of a personal experience narrative

material appropriate to pupil or grade level, biography or autobiography

observation, reading records, shared reactions

Performance Standards

- NM does not read or demonstrates no comprehension
- PM reads and demonstrates poor comprehension
- M reads and demonstrates good comprehension

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EVALUATION

(10)

reads and demonstrates comprehension of a story

material appropriate to pupil or grade level

observation, reading records, shared reactions

Performance Standards

- NM does not read or demonstrates no comprehension
- PM reads and demonstrates poor comprehension
- M reads and demonstrates good comprehension

(11)

reads and demonstrates comprehension of an informative report

material appropriate to pupil or grade level; should deal with facts

observation, reading records, shared reactions

Performance Standards

- NM does not read or demonstrates no comprehension
- PM reads and demonstrates poor comprehension
- M reads and demonstrates good comprehension

(12)

reads and demonstrates comprehension of a form of communication

material appropriate to pupil or grade level: letter, invitation, thank-you note, message, notice, announcement, instructions, journal...

observation, reading records, shared reactions

Performance Standards

- NM does not read or demonstrates no comprehension
- PM reads and demonstrates poor comprehension
- M reads and demonstrates good comprehension

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EVALUATION

(13)

reads and demonstrates comprehension of a poem

material appropriate to pupil or grade level

observation, reading records, shared reactions

Performance Standards

- NM does not read or demonstrates no comprehension
- PM reads and demonstrates poor comprehension
- M reads and demonstrates good comprehension

(14)

reads and demonstrates comprehension of a summary

material appropriate for student or grade level; may be teacher-written model or student-written examples; original from which summary was made should be available

observation, reading records, shared reactions

Performance Standards

- NM does not read or demonstrates no comprehension
- PM reads and demonstrates poor comprehension
- M reads and demonstrates good comprehension

(15)

reads and demonstrates comprehension of an essay

material appropriate for student or grade level, should deal with ideas

observation, reading records, shared reactions

Performance Standards

- NM does not read or demonstrates no comprehension
- PM reads and demonstrates poor comprehension
- M reads and demonstrates good comprehension

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LITERATURE STUDIES

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EVALUATION

PLOT:

Mastery of plot is demonstrated when a student can accurately relate the main events of a story's action, including naming the main character(s) and the main conflict and resolution.

CHARACTER:

A student demonstrates an understanding of character when he/she can discuss the role of the protagonist(s) and antagonist(s) and their importance to the plot.

SETTING:

An understanding of setting is demonstrated by the ability to identify the time, and describe the physical layout and conditions of the area in which the story occurs.

PROBLEM:

A student can be said to understand problem when she/he can identify the specific instances of conflict within literature studies books and/or when the student begins including and identifying problems in their personal writing.

SOLUTION:

A solution in the context of a story is the resolution of a problem. Understanding of this element can be demonstrated by the ability to, orally or in writing, identify the resolution of a problem, either in a literature studies

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book, or in their own writing. Additionally, when given a hypothetical problem, a student should be able to discuss one or more possible solutions.

SEQUENCING:

Sequencing is the order in which a story occurs. A student can be said to have mastered this element when he/she can accurately describe the time sequence of a story he/she has read.

CAUSE/EFFECT:

An understanding of cause and effect is shown when a student can discuss logical consequences of a character's actions. Additionally, students should be able to theorize how a story's plot might have changed if another course of action had been chosen.

DIALOGUE:

Mastery of dialogue is demonstrated by the ability of the student to read in different voices for different characters or by the ability to correctly identify different written speaking passages and label them to indicate the character who said them. Further, the ability to write dialogue, including more than one voice can be evidence of mastery of this element.

DIALECT:

Dialect is the use of regional variances in the spoken/written language. In order to demonstrate mastery of this element,

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students should be able to understand the content of a passage written in a dialect, as well as be able to compare and contrast one dialect with another, including their own.

THEME:

Theme is the underlying tone or message behind or within a story. Students should be able to discuss the possible theme of a story and how the author communicated that theme.

POINT OF VIEW:

Mastery of this element is demonstrated by students being able to identify the storyteller as well as discussing the effects of different types of storytellers on the action of the story.

CLIMAX:

A climax is the peak of action, excitement, tension within a story. Students can show mastery of this element by discussing events that build excitement in a story as well as the peak of that excitement. Additionally, students should be able to include and identify climaxes in their personal writings.

AUTHOR'S STYLE:

An author's style can often be identified by a variety of characteristics, including but not limited to:

Certain words or types of words such as action words. The use of metaphor and other types

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of literary devices. The use of conflict, problem and resolution. The nature and development of the characters in the story. The way she/he builds conflict and where she/he places conflict in a story.

Students can demonstrate mastery of this element by grouping books or stories together by author's style and/or by identifying certain characteristics of an author's style. Eventually, students should be able to identify characteristics of their own writing style and modify that style to make their writings more interesting.

AUTHOR'S PURPOSE:

The author's purpose is the reason a writer writes a certain piece. Some common purposes are:

Resolution of grief, problem solving, social education, to earn money, expression of ideas-ideals-moral values, self aggrandizement, etc.

GENRE:

Genre, or literary classification is the type or category in which a particular book or story is typically placed. Examples of genre are: science fiction, mystery, romance, action/adventure, technothriller, spy, war, fantasy, autobiography, and biography. Mastery of this element is demonstrated when students can correctly place books

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or stories in categories and/or when students can discuss a variety of different categories and give examples of that type of story. Additionally, students should be able to identify characteristics elements of a variety of genres and then write examples of that type of story.

LITERARY DEVICES:

Literary devices include, but are not limited to, metaphor, simile, onomatopoeia, and cliché's. Students can demonstrate mastery of this element when they can correctly identify and label a variety of figures of speech, and/or incorporate a variety of literary devices in their own writings.