# Reading – Grade 6

Outcome	4-Mastery	3-Proficient	2-Adequate	1-Limited
Comprehension	Deade a version of house and demonstrates	Doods a variety of tauta and demonstrates	Deadle a verificity of the standard demonstration	Deade a variety of toute and done wetween
CR6.1: Read, comprehend and respond to a variety of texts that address social	Reads a variety of texts and demonstrates insightful literal and inferential comprehension	Reads a variety of texts and demonstrates  literal and inferential comprehension through:	Reads a variety of texts and demonstrates  literal comprehension through:	Reads a variety of texts and demonstrates  partial comprehension through:
•		interal and interential comprehension through.	interal comprehension unough.	partial comprehension through.
responsibility, efficacy, and identity.  CR6.6: Read and demonstrate comprehension and interpretation of grade-appropriate texts  CR6.7: Read independently and demonstrate comprehension of a variety of information texts with some specialized language	<ul> <li>Comprehensive summaries</li> <li>In-depth explanation of implicit and explicit messages and main ideas</li> <li>Providing rich and detailed evidence</li> <li>Making sophisticated personal connections to text ( text to text, text to self, text to world)</li> <li>Providing perceptive inferences</li> <li>Providing insightful support of opinions</li> <li>Compelling interpretation of author's message and obvious themes</li> <li>Perceptive recognition of the author's use of language and techniques</li> <li>Precisely identifying point of view in narrative</li> <li>Perceptive analysis and evaluation the author's message</li> <li>Articulating multiple purposes for reading</li> </ul>	<ul> <li>Accurate summaries</li> <li>Complete and accurate explanations of implicit and explicit messages and main ideas</li> <li>Providing relevant evidence</li> <li>Making explicit personal connections to text ( text to text, text to self, text to world)</li> <li>Providing logical inferences</li> <li>Providing convincing support for opinions</li> <li>Logical interpretation of author's message and obvious themes</li> <li>Accurate recognition of the author's use of language and techniques</li> <li>Accurately identifying point of view in narrative</li> <li>Logical analysis and evaluation of the author's message</li> <li>Reading with a clear purpose in mind</li> </ul>	<ul> <li>General summaries</li> <li>Partial explanations of implicit and explicit messages and main ideas</li> <li>Providing basic evidence</li> <li>Make predictable personal connections to text ( text to text, text to self, text to world)</li> <li>Providing obvious inferences</li> <li>Providing predictable support of opinions</li> <li>Basic interpretation author's message and obvious themes</li> <li>Simplistic recognition of the author's use of language and techniques</li> <li>Partially identifying point of view in narrative</li> <li>Superficial analysis and evaluation of the author's message</li> <li>Identifying obvious purposes for reading</li> </ul>	<ul> <li>Incomplete summaries</li> <li>Confusing explanation of implicit and explicit messages and main ideas</li> <li>Providing little or no evidence</li> <li>Making vague personal connections to text (text to text, text to self, text to world)</li> <li>Providing weak inferences</li> <li>Providing vague support of opinions</li> <li>Questionable interpretation of author's message and obvious themes</li> <li>Vague recognition of the author's use of language and techniques</li> <li>Inability to identify point of view in narrative</li> <li>Undeveloped analysis and evaluation of the author's message</li> <li>Being unaware of the variety of purposes for reading</li> </ul>
CR6.8: Read Grade 6 appropriate texts to increase fluency and expression	Reads orally (more than 160 wpm) and silently (more than 210 wpm) with captivating expression	Reads orally( 120-160 wpm) and silently(160 - 210 wpm) with expression	Reads orally (90-119 wpm) and Silently (119-159 wpm) with straightforward expression.	Oral and silent reading of grade level text is tenuous impeding fluency and expression.





## **Use of Strategies**

CR6.2: Select and use appropriate strategies to construct meaning Before, During, and After reading

#### **BEFORE**

# Skillfully and insightfully:

- Considers, activates, and builds prior knowledge
- Asks questions
- Previews text
- Anticipates message the author's message
- Predicts what text will be about
- Sets purpose

## **DURING**

## Skillfully and insightfully:

- Connects and constructs meaning
- Notes key ideas and what supports them
- Constructs mental images
- Makes, confirms, and adjusts predictions
- Makes, confirms, and adjusts inferences and draws conclusion
- Ask questions and self-monitor comprehension
- Adjusts rate or strategy

# **AFTER**

## Skillfully and insightfully:

- Recalls, paraphrases, summarizes, and synthesizes
- Reflects and interprets
- Evaluates and responds critically
- Evaluates craft and techniques
- Responds personally with support from text
- Reads again to deepen understanding and pleasure

#### BEFORE

# Appropriately:

- Considers, activates, and builds prior knowledge
- Asks questions
- Previews text
- Anticipates message the author's message
- Predicts what text will be about
- Sets purpose

## **DURING**

## Appropriately:

- Connects and constructs meaning
- Notes key ideas and what supports them
- Constructs mental images
- Makes, confirms, and adjusts predictions
- Makes, confirms, and adjusts inferences and draw conclusion
- Ask questions and self-monitors comprehension
- Adjusts rate or strategy

# **AFTER**

### Appropriately:

- Recalls, paraphrases, summarizes, and synthesizes
- Reflects and interprets
- Evaluates and responds critically
- Evaluates craft and techniques
- Responds personally with support from text
- Reads again to deepen understanding and pleasure

#### BEFORE

## Simplistic attempts to:

- Consider, activate, and build prior knowledge
- Ask questions
- Preview text
- Anticipate message the author's message
- Predicts what text will be about
- Set purpose

## DURING

## Simplistic attempts to:

- Connect and construct meaning
- Note key ideas and what supports them
- Construct mental images
- Make, confirm, and adjust predictions
- Make, confirm, and adjust inferences and draw conclusion
- Ask questions and self-monitor comprehension
- Adjust rate or strategy

# **AFTER**

## Simplistically attempts to:

- Recall, paraphrase, summarize, and synthesize
- Reflect and interpret
- Evaluate and respond critically
- Evaluate craft and techniques
- Respond personally with support from text
- Read again to deepen understanding and pleasure

#### BEFORE

## Ineffective/undeveloped attempts to:

- Consider, activate, and build prior knowledge
- Ask questions
- Preview text
- Anticipate message the author's message
- Predict what text will be about
- Set purpose

#### **DURING**

# Ineffective/undeveloped attempts to:

- Connect and construct meaning
- Note key ideas and what supports them
- Construct mental images
- Make, confirm, and adjust predictions
- Make, confirm, and adjust inferences and draw conclusion
- Ask questions and self-monitor comprehension
- Adjust rate or strategy

# **AFTER**

## Ineffective/undeveloped attempts to:

- Recall, paraphrase, summarize, and synthesize
- Reflect and interpret
- Evaluate and respond critically
- Evaluate craft and techniques
- Respond personally with support from text
- Read again to deepen understanding and pleasure





Cues & Conventions	Skillfully and insightfully recognizes,	Appropriately recognizes, comprehends and	Simplistically recognizes, comprehends and	Ineffective/undeveloped attempts to
CR6.3 Use pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other cues to construct and confirm meaning when reading.	comprehends and explains:	explains:	explains:	recognize, comprend and explain:
	Pragmatic			
For example:	Appropriately recognizes and explains the:  • Function and purpose of texts			
	<ul> <li>Use of language and language register</li> <li>Author's purpose and point of view</li> </ul>			
	Textual Appropriately recognizes and explains how struct			
	<ul><li>Form/genre</li><li>Common organizational patterns</li><li>Artistic devices</li></ul>			
	<ul><li>Elements of texts</li><li>Text features</li></ul>			
	Syntactical Appropriately recognizes and comprehends sente      Simple sentences     Compound sentences     Modified clauses     Varied sentences beginnings     Capitalization and punctuation     Word order in a sentence			
	Semantic/Lexical/Morphological Appropriately recognizes and comprehends:			
	<ul> <li>Words that are appropriate for audience</li> <li>Connotation</li> <li>Words used figuratively and for imagery</li> <li>Words by using context, prefixes, suffixes</li> </ul>			
	Graphophonic Appropriately recognizes and explains:			
	<ul><li>Word families</li><li>Sound-symbol patterns</li></ul>			



