

**Bethlehem Lutheran School  
Reading/Literature Sixth Grade**

The philosophy of the reading program is to involve each student in a learning program which blends good reading strategies, phonics skills, and a balanced variety of literacy form that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God-pleasing lifestyle.

**State Standard 1**

*Students read and understand a variety of materials.*

**Classroom objectives**

- 1.1 Present and read a variety of genres.
- 1.2 Introduce a wide variety of authors.
- 1.3 Use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.
- 1.4 Paraphrase, summarize, and synthesize information from a variety of text and genres.
- 1.5 Identify main idea and supporting details in a variety of text and genres.
- 1.6 Infer and predict using information in a variety of text and genres.
- 1.7 Monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information.
- 1.8 Identify the meaning of prefixes and suffixes.
- 1.9 Use background knowledge of subject and text structure to make complex predictions of content and purpose of text.
- 1.10 Use text structure, such as cause and effect, to locate and recall information.

- 1.11 Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy and to solve problems.
- 1.12 Use word recognition skills to understand unfamiliar words (for example; letter-sound correspondence, language structures, and context).
- 1.13 Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.

**State Standard 2**

*Students write and speak for a variety of purposes and audiences.*

**Classroom objectives**

- 2.1 Write stories, letters, and reports with greater detail and supporting material.
- 2.2 Choose vocabulary and figures of speech that communicate clearly.
- 2.3 Draft, revise, edit, and proofread for a legible final copy.
- 2.4 Apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking.
- 2.5 Incorporate source material into their speaking and writing (for example; interviews, news articles, encyclopedia information).
- 2.6 Write and speak in the content areas (for example; science, geography, history, literature), using the technical vocabulary of the subject accurately.
- 2.7 Recognize stylistic elements such as voice, tone, and style.

- 2.8 Generate topics and develop ideas for a variety of writing and speaking purposes (for example; telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, writing a summary).
- 2.9 Organize writing so that there is an introduction, logical arrangement of ideas, and a conclusion.
- 2.10 Use transitions to link ideas.
- 2.11 Chose vocabulary that communicates messages clearly and precisely.
- 2.12 Revise drafts by adding, elaborating, deleting, combining, and rearranging text.
- 2.13 Revise drafts for coherence, progression, and logical support.
- 2.14 Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.
- 2.15 Create readable documents with legible handwriting or word processing at the appropriate time.

**State Standard 3**

*Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.*

**Classroom objectives**

- 3.1 Demonstrate use of conventional spelling in their published works.
- 3.2 Use resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.
- 3.3 Incorporate language arts and reading.
- 3.4 Know and use regular and irregular plurals correctly.
- 3.5 Write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses.
- 3.6 Use adjectives (comparative and superlative forms) and adverbs appropriately.
- 3.7 Employ standard English usage in writing, including subject/verb agreement and pronoun referents.

- 3.8 Know and use correct capitalization, punctuation, and abbreviations.
- 3.9 Know and use correct pronoun cases.

**State Standard 4**

*Students apply thinking skills to their reading, writing, speaking, listening, and viewing.*

**Classroom objectives**

- 4.1 Recognize an author's or speaker's point of view and purpose, separating fact from opinion.
- 4.2 Use reading, writing, speaking, listening, and viewing skills to solve problems and answer questions.
- 4.3 Make predictions, drawing conclusions, and analyzing what they read, hear, and view.
- 4.4 Recognize, express, and defend a point of view orally in an articulate manner and in writing.
- 4.5 Determine literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue.
- 4.6 Promote the relationship between oral reading and the written word.
- 4.7 Apply thinking strategies to reading and writing.
- 4.8 Apply studying strategies to reading and writing.
- 4.9 Enable the student to comprehend, analyze, and synthesize reading material.
- 4.10 Develop in the student a stronger command of the English language and the written word through vocabulary skill exercises.
- 4.11 Determine author's purpose.
- 4.12 Predict and draw conclusions about stories.
- 4.13 Differentiate between fact and opinion in written and spoken forms.
- 4.14 Use reading, writing, speaking, and listening to define and solve problems.
- 4.15 Respond to written and oral presentations as a reader, listener, and articulate speaker.
- 4.16 Use listening skills to understand directions.

### **State Standard 5**

*Students read to locate, select and make use of relevant information from a variety of media reference, and technological sources.*

#### **Classroom objectives**

- 5.1 Use organizational features of printed text such as prefaces, afterwords, and appendices.
- 5.2 Use organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media CD-ROM, laser disc), and library and interlibrary catalog databases.
- 5.3 Locate and select relevant information.
- 5.4 Use available technology to research and produce an end-product that is accurately documented.
- 5.5 Give credit for borrowed information in a bibliography.
- 5.6 Frame questions to direct research.
- 5.7 Organize prior knowledge about a topic in a variety of ways (for example; graphic organizer, Venn diagram, outline).
- 5.8 Take notes from relevant and authoritative sources (for example; guest speakers, periodicals, on-line searches).
- 5.9 Summarize and organize ideas gained from multiple sources in useful ways (for example; outlines, conceptual maps, learning logs, timelines).
- 5.10 Find information to support ideas.
- 5.11 Present information in various forms using available technology.
- 5.12 Evaluate own research and raise new questions for further investigation.
- 5.13 Follow accepted formats for writing research, including documenting sources.

### **Standard 6**

*Students read and recognize literature as a record of human experience.*

#### **Classroom objectives**

- 6.1 Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays.
- 6.2 Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- 6.3 Distinguish the elements that characterize and define a literary "classic."
- 6.4 Compare the diverse voices of our national experience as they read a variety of United States literature.
- 6.5 Use literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language.
- 6.6 Use new vocabulary from literature in other context.
- 6.7 Foster an appreciation of reading.
- 6.8 Enable the student to recognize author's purpose and type of written material.
- 6.9 Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
- 6.10 Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- 6.11 Identify and analyze elements of plot and characterization.
- 6.12 Identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme.
- 6.13 Understand and use literary terms (for example; foreshadowing, metaphor, simile, symbolism, dialogue, scene, flashback).
- 6.14 Understand how figurative language supports meaning in a given context.
- 6.15 Identify and analyze characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in literature.