

Grade 6
Literature/Reading

Grade Six Reading/Literature Standards

	Q1	Q2	Q3	Q4
Pre-reading				
Predict/survey, using illustration, text title	P			
Activate background knowledge by listening or reading actively	P			
Identify purpose for reading in narrative vs. expository text		I	D	D
Identify purpose for reading through webs, diagrams, and visuals		I	D	D
Read for personal interest	D	D	D	D
Ask questions	I	D	D	D
Choose material to satisfy specific purpose (enjoyment, enrich, research, supplement)	I	D	D	D
Be able to determine meaning of words by context and use of dictionary	I	D	P	P
Be able to identify, understand, and use synonyms, antonyms, & homonyms	I	D	P	P
Be able to identify, understand, and use common suffixes and prefixes	D	P		
Use decoding strategies	D	P		
Exhibit Christian/moral values when selecting reading materials	D	D	D	D
During Reading				
Use context (illustrations, text, prior knowledge)	I	D	P	P
Utilize print knowledge (grammar, syntax, spelling patterns, phonemic awareness, visual memory clues)	I	D	P	P
Demonstrate use of visual representations and reference materials	I	D	P	
Self-monitor own comprehension	D	D	D	D
Be able to skim, scan, study, take notes, & summarize	D	P		
Understand structure of expository materials including main idea, graphic organizers, and text patterns		I	D	P
Understand structure of narrative stories by identifying characters, setting, problem, goal, events, conflict, and resolution	I	D	P	
Predict while reading to demonstrate knowledge of story & story structure	I	D	D	P
Ask questions to demonstrate self-monitoring of comprehension	D	D	D	D
Use decoding strategies, including context clues, phonemic awareness, spelling patterns	D	P		
Define, identify examples of, and explain impact of imagery			I	D
Use correct voice (volume, pace, clarity) & body language (eye contact, gestures)	I	D	D	P
Read orally with age-appropriate fluency	D	P	P	P
Read silently for forty-five minutes				
Apply literary devices to self-monitor comprehension figurative language, imagery, personification, poetry, verse			I	D
similies, metaphors	I	D	P	P
analogies		I	P	
foreshadowing				I
Read a variety of materials	I	D	D	D
Post Reading				
Paraphrase, outline & summarize what was read, demonstrating comprehension	I	D	P	
Sequentially retell story structure/relates main idea to details for expository text orally, graphically, artistically, dramatically, or in writing	I	D	D	P
Analyze theme, plot, or mood of narrative text	I	D	D	D
Self-monitor own comprehension, recall details, use strategies to improve comp.	D	D	D	D
Identify cause/effect relationships, draws conclusions based on reading	I	D	P	

Identify author's purpose or point of view, understand different viewpoints	I	D	D	P
Ask question, make connections to own life, other literature, & authors	I	D	D	D
Characterize characters & identify feelings about the selection	I	D	P	
Identify & evaluate literary elements in novels (character, setting, plot, conflict, theme)		I	D	D
Draw & justify conclusions & inferences in fiction & nonfiction		I	D	D
Write clear, justified, and complete interpretations of novels, other fiction, & nonfiction	I	D	P	
Present using appropriate sequence & basic 3-part format (intro, body, conclusion) speech	I	P		
Select, develop, and use variety of visual aids	I	D	P	
Demonstrate social skills of audience behavior (eye contact, still, attentive)	I	P		
Analyze attributes of literary forms of novel, short story, play, and poetry	I	D	P	
Develop appreciation for reading & quest for life-long learning	D	D	D	D
Write, draw, dramatize material	I	D	D	P
Compare/contrast three or more stories		I	D	D
Conference with peers and adults	I	D	D	D
Identify, discuss moral behavior found in reading materials based on Catholic teach.	D	D	D	D

I = Introduced D = Developed P = Proficient