

TENNESSEE/METRO NASHVILLE PUBLIC SCHOOLS ACADEMIC STANDARDS/READING - GRADE 6

Learning Expectations	Accomplishments	Teacher Performance Indicators	State Performance Indicators
6.1.01 Continue to develop oral language and listening skills.	<ul style="list-style-type: none"> Model active listening in both formal and informal settings. Know and use rules for conversations. Continue to formulate and respond to questions from teachers and classmates. Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations. Participate in creative responses to text (e.g., dramatizations, speeches). Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support. Introduce the importance of using correct stress, pitch, and juncture in oral reading and presenting. Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact). 	<p>6.1.tpi.5. demonstrate active listening in both formal and informal settings, while modeling accepted conversational conventions.</p> <p>6.1.tpi.8. make creative responses to texts.</p> <p>6.1.tpi.11. design and deliver an oral presentation using props or visual aids and incorporating several sources, including other content areas.</p>	
6.1.02 Develop an understanding of the concepts of print.	<ul style="list-style-type: none"> Continue to use parts of text effectively for learning (e.g., title page, preface, table of contents, glossary, appendix, index). Continue to demonstrate knowledge of the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars). Continue to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks). 		
6.1.03 Expand reading skills through phonemic awareness.	<ul style="list-style-type: none"> Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds). Identify patterns of rhyme and rhythm. Respond to and analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme). 		<p>6.1.spi.13. analyze the effects of sound in context (i.e., onomatopoeia, alliteration, accent, rhyme, and repetition).</p> <p>6.1.spi.25. identify patterns of rhyme and rhythm.</p>
6.1.04 Use decoding strategies to read unfamiliar words.	<ul style="list-style-type: none"> Use knowledge of root words, prefixes, suffixes, and syllabication to decode unfamiliar words. Use context clues to determine unknown words and to discriminate between multiple meaning words. Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection. 		<p>6.1.spi.1. use knowledge of root words, affixes, syllabication and/or spelling patterns as aids in determining meaning within context.</p>
6.1.05 Read to develop fluency, expression, accuracy, and confidence.	<ul style="list-style-type: none"> Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g. paired reading, choral reading, read alongs, and readers' theater). Participate in guided reading. Read using appropriate pronunciation, expression, and rate. Adjust speed based on the purpose for reading. Read independently on a daily basis. 	<p>6.1.tpi.1. read orally, using appropriate expression, pronunciation and rate.</p> <p>6.1.tpi.20. read fluently basic grade appropriate selections.</p>	
6.1.06 Expand reading vocabulary.	<ul style="list-style-type: none"> Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts. Build vocabulary by reading from a wide variety of print and non-print texts and literary genres. Increase knowledge of roots, prefixes, and suffixes to infer word meanings. Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources. Replace unknown words with appropriate synonyms and/or antonyms to determine word meaning. Continue to use appropriate synonyms, antonyms, homonyms, and multiple meaning words in reading, writing, and speaking. Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share). Explore mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary. Continue to determine the correct meaning/usage of multiple meaning words. Use the correct word to complete an analogy. Recognize widely used foreign words (e.g., <i>bon jour</i>; <i>hasta la vista</i>). 	<p>6.1.tpi.6. use learned strategies to determine the meaning of unfamiliar words.</p> <p>6.1.tpi.18. build vocabulary by reading a wide variety of texts and genres.</p> <p>6.1.tpi.26. develop vocabulary by reading from a wide variety of texts and literary genres.</p>	<p>6.1.spi 5. select appropriate synonyms, antonyms, and homonyms within context.</p> <p>6.1.spi 6. use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words.</p> <p>6.1.spi.14. choose the correct meaning of multiple meaning words in context.</p> <p>6.1.spi.24. specify a logical word choice to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, and functions.</p>

TENNESSEE/METRO NASHVILLE PUBLIC SCHOOLS ACADEMIC STANDARDS/READING - GRADE 6

Learning Expectations	Accomplishments	Teacher Performance Indicators	State Performance Indicators
<p>6.1.07 Employ pre-reading strategies to facilitate comprehension.</p>	<ul style="list-style-type: none"> • Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, to discover models of writing). • Utilize personal experiences to build background knowledge for reading. • Use previously learned strategies to front load text (e.g., skimming and scanning). • Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes). • Identify the importance and the significance of the reading selections to learning and life. • Explore significant words to be encountered in the text. • Make predictions about text. • Relate text to prior personal experiences or opinions as well as previously read print and non-print texts. 	<p>6.1.tpi.7. set a purpose for reading. 6.1.tpi.9. preview text and organize prior knowledge (e.g., webbing, mapping, listing). 6.1.tpi.10. express personal reactions to a text and/or relate the selection to personal experience.</p>	<p>6.1.spi.4. predict future events of a passage.</p>
<p>6.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.</p>	<ul style="list-style-type: none"> • Derive meaning while reading by <ul style="list-style-type: none"> ○ continuing to formulate clarifying questions while reading. ○ predicting outcomes, state reasonable generalizations, and draw conclusions from the reading selection based on prior knowledge and information. ○ using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, recognizing miscues, consulting other sources, reading ahead, asking for help). ○ engaging in reading between the lines (i.e. stating implied information). ○ continuing to create mental pictures from abstract information. ○ continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts. ○ continuing to make inferences. ○ verifying or modifying prereading purpose as addition information is obtained. ○ exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text). • Derive meaning after reading by <ul style="list-style-type: none"> ○ indicating the sequence of events. ○ recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element. ○ identifying the author's purpose. ○ discussing similarities and differences in events and characters using evidence cited from the text or various texts. ○ finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses (i.e. grounding students in the text). ○ determining cause and effect relationships. ○ determining whether a given statement is a fact or an opinion. ○ identifying and interpreting figurative language (idioms, similes, metaphors, hyperboles, personification, imagery, puns). ○ demonstrating an understanding of stated and implied themes and recognizing that themes recur throughout literature. ○ reflecting upon comprehension strategies used to make meaning from texts. ○ making connections among various print (e.g. other stories) and non-print texts (e.g., movies, photographs, artwork). ○ making connections among the various literary genres and themes with personal, historical, and cultural experiences. 	<p>6.1.tpi.12. show similarities and differences in literary elements among texts. 6.1.tpi.13. make connections between two or more literary texts. 6.1.tpi.14. make inferences and recognize unstated assumptions. 6.1.tpi.21. explore statements in context and give support for determination as fact or opinion. 6.1.tpi.22. use metacognition and self-monitoring strategies while reading (e.g., pausing, rereading, identifying miscues, consulting other sources, and reading ahead). 6.1.tpi.23. identify how culture, ethnicity, and historical eras are represented in literary texts. 6.1.tpi.24. relate texts to prior personal and historical experiences, as well as to previously read print and non-print media.</p>	<p>6.1.spi.2. determine whether a given statement within a passage is fact or fiction. 6.1.spi.3. indicate sequence of events in print and non-print texts. 6.1.spi.7. select questions to clarify thinking. 6.1.spi. 9. evaluate text for fact and opinion. 6.1.spi.12. recognize that purpose determines text format. 6.1.spi.15. locate and verify information to support opinions, predictions, and conclusions. 6.1.spi.16. identify stated or implied cause and effect relationships. 6.1.spi.17. draw inferences from selected texts. 6.1.spi.18. analyze the use of similes, metaphors, personification, and hyperbole within context. 6.1.spi.26. determine the author's purpose for writing a selection (i.e., to inform, to persuade, to entertain, to share emotions).</p>

TENNESSEE/METRO NASHVILLE PUBLIC SCHOOLS ACADEMIC STANDARDS/READING - GRADE 6

Learning Expectations	Accomplishments	Teacher Performance Indicators	State Performance Indicators
<p>6.1.09 Refine study skills and develop methods of research to enhance learning.</p>	<ul style="list-style-type: none"> • Use and discern appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet). • Recognize media (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) as resources for viewing, reading, and representing information. • Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool. • Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedia, periodicals, procedural manuals). • Distinguish between primary and secondary source documents. • Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems. • Use skimming and scanning skills. • Retrieve, organize, and represent information to demonstrate effectively knowledge acquired. • Develop notes that include important concepts, summaries, and identification of reference sources. • Identify various forms of media and consider their impact on daily life. • Demonstrate knowledge of propaganda techniques (i.e. bandwagon, loaded words, testimonials). • Use a variety of materials to prepare a research paper that includes a title page and list of sources. 	<p>6.1.tpi.19. recognize, create, and discuss the techniques of propaganda (e.g., bandwagon, loaded words, testimonials). 6.1.tpi.25. use media and current technology as a research and communication tool to view, read, and represent information.</p>	<p>6.1.spi.19. select sources from which to gather information on a given topic and determine their reliability. 6.1.spi.27. recognize common propaganda techniques (i.e. bandwagon, loaded words, and testimonials).</p>
<p>6.1.10 Develop skills to facilitate reading in the content areas.</p>	<ul style="list-style-type: none"> • Develop and maintain vocabulary specific to content areas and to current events. • Locate information using available text features (e.g., tables of content, maps, timelines, charts, graphics, indexes, glossaries, and footnotes). • Continue to apply comprehension skills and strategies to informational text in the content areas. • Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help). • Interact with the text (e.g., mark the text, use post-it notes, ask questions and make comments within the text). • Analyze the reliability of sources by examining the authors' backgrounds. 	<p>6.1.tpi.2. use self-correction (metacognitive) strategies while reading (e.g., rereading, reading ahead, identifying miscues). 6.1.tpi.16. interact with text(s) (e.g., ask questions, make comments, and use post-it notes). 6.1.tpi.17. apply comprehension strategies to texts in the content areas. 6.1.tpi.27. use content specific vocabulary.</p>	<p>6.1.spi. 8 . use common text features to make meaning from text (i.e., newspapers and textbooks). 6.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary within context. 6.1.spi.11. locate information using available text features.</p>
<p>6.1. 11 Read independently for a variety of purposes.</p>	<ul style="list-style-type: none"> • Read for literary experience. • Read to gain information. • Read to perform a task. • Read for enjoyment. • Read to expand vocabulary. • Read to build fluency. 		

TENNESSEE/METRO NASHVILLE PUBLIC SCHOOLS ACADEMIC STANDARDS/READING - GRADE 6

Learning Expectations	Accomplishments	Teacher Performance Indicators	State Performance Indicators
<p>6.1.12 Experience and explore the elements of various literary and media genres.</p>	<ul style="list-style-type: none"> • Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g. music, films, videos, documentaries, the arts, photographs) genres. • Recognize the elements of each literary and media genre. • Identify the theme and determine if theme is stated or implied. • Recognize that certain themes recur and be familiar with commonly recurring themes. • Identify the plot element of exposition (i.e. introduction of characters, setting, and conflict) in print and non-print text. • Explore the author's development of characters/characterization (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations). • Identify the characteristics of stereotypical and realistic characters. • Explore how an author creates mood to set a tone. • Compare and contrast the elements of plot between or among stories. • Determine the narrator's/author's point of view (i.e. first person or third person). • Summarize and paraphrase selected passages for discussion and/or written assignments or presentations. • Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism. • Explore deductive reasoning to facilitate and to extend understanding of texts. • Explore the concepts of foreshadowing and flashback 	<p>6.1.tpi.3. recognize and read fluently from various literary genres (e.g., poetry, drama, novels, short stories, fantasies, and legends). 6.1.tpi.4. summarize orally what has been learned or read.</p>	<p>6.1.spi.20. distinguish among various literary genres (e.g., poetry, drama, fiction, and non-fiction). 6.1.spi.21. determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved. 6.1.spi.22. recognize the first person point of view in literature. 6.1.spi.23. select an appropriate summary statement and determine whether the theme is stated or implied.</p>
<p>6.1.13 Develop and sustain a motivation for reading.</p>	<ul style="list-style-type: none"> • Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books. • Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, recommendation of others). • Read daily from self-selected materials. • Relate literary experiences (book discussions, literary circles, writing, oral presentations, artistic expressions). • Experience and develop an awareness of literature that reflects a diverse society. • Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments. • Engage in reading as a leisure time activity. 	<p>6.1.tpi.15. read daily and independently from self-selected materials.</p>	