



Standards for Reading		
	Literature & Fiction	Informational & Nonfiction
Key Ideas & Details	Sixth grade readers cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. They determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. They describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Sixth grade students cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. They determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. They analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft & Structure	Sixth grade students determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). They analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. They explain how an author develops the point of view of the narrator or speaker in a text.	Readers in sixth grade determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. They analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. They determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge & Ideas	Sixth grade readers compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text. They compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Sixth graders integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. They trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. They compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading & Text Complexity	Students in grade 6 independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6	Students in grade 6 independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

Foundational Literacy Skills	
Phonics and Word Recognition	Students in 6th grade continue to build on the foundations learned from K-5. Students will do more advanced morphology and study of Greek and Latin roots. This includes prefixes and affixes that expand vocabulary development while building from the 7 syllable types..
Fluency	Students in 6th grade read with sufficient accuracy and fluency to support comprehension. They read grade-level text with purpose and understanding and read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. They use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Structures for Learning

During reading instructional time, students and teachers may be engaged in...

- Whole class direct & explicit instruction
- Small group direct & explicit instruction
- Flexible grouping
- Skill and Strategy Grouping
- Interactive read-aloud.
- Shared and performance reading
- Reader's Response writing
- Independent work, including centers/stations.
- Independent and partner reading.
- Teacher or peer conferencing
- Literature Circles.



Florida Center for Reading Research

A Multi-Tiered System of Support for Literacy (MTSS)

Pentucket's MTSS for Literacy is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is delivered to all students. This instruction uses the structures for learning listed above using the district approved curriculum resources. Literacy Instruction for 6th Grade occurs in a 90-minute block with a combination of whole class and flexible small group instruction on the 5 Components of Reading.

Tier 2 and Tier 3 Instruction occurs in the 90 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and/or Reading or Title I teachers but also may occur in additional time, beyond the 90 minutes in small group pull-out sessions. This instruction focuses on specific skills and needs that are behind and likely to hinder progress without focused

intervention.

Benchmark assessments are given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.

Pentucket Regional School District

Reading & Literacy Curriculum Guide

Grade 6



PRSD Curriculum Tools and Resources

Grade 6

Component of Reading	Tool or Resource	Methodology
Phonics & Phonological Awareness	Linguistics - 7 Syllable study with Greek and Latin Root Study	<ul style="list-style-type: none">• Whole class explicit skill instruction.• Small group direct and explicit skill reteaching and guided practice• Independent and collaborative practice
Vocabulary	Oral Language Work, Read Aloud District Created Units	<ul style="list-style-type: none">• Direct Oral Language instruction• Read Alouds• Independent and collaborative practice
Comprehension	District Created Units Non Fiction Supplemental resources	<ul style="list-style-type: none">• Shared anchor text with whole class• Direct and explicit whole class instruction• Small group Targeted Instruction• Independent reading and partner reading• Written response to reading• Literature Circles
Fluency	District Created Units	<ul style="list-style-type: none">• Small Group direct instruction• Partner reading• Repeated readings