

**School District U-46
Sixth Grade Literacy**

Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Phonics/Word Study	1.A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> 2. <i>Reading.1-3</i>	I explicitly teach, model, and provide planned opportunities for students to use a variety of decoding strategies including: <ul style="list-style-type: none"> • structural analysis - prefixes, suffixes and root words, • syllabication, and • context clues. 	1	Formative MAP: Word Analysis & Vocabulary Summative	Read Aloud Word Study Shared Reading Guided Reading Independent Reading	See Phonics/Word Study Appendix <ul style="list-style-type: none"> • Word Walls • Word Sorts • Making Big Words • Cognates for ELL
Vocabulary	1.A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> 2. <i>Speaking.1</i> 2. <i>Reading.1-5</i> 2. <i>Writing.1-3</i>	I explicitly teach, model, and provide planned opportunities for vocabulary growth by the following: <ul style="list-style-type: none"> • inferring word meaning from taught roots, prefixes, and suffixes, • using synonyms and antonyms to define words, recognize common words, and construct or make new words from roots, prefixes, and suffixes, • using context to determine the denotative and connotative meanings of words, • determining the meaning of a word in context when it has multiple meanings, • identifying and interpreting common idioms, similes, analogies, and metaphors, and • using graphic organizers. I explicitly teach and provide planned opportunities for students to learn new key vocabulary and academic content vocabulary.	1	Formative MAP: Word Analysis & Vocabulary Summative ISAT IMAGE	Think Aloud Word Study Shared Reading Guided Reading Independent Reading Literacy Centers	See Vocabulary Appendix <ul style="list-style-type: none"> • Read Aloud • Text Talk • Word Walls • Word/Concept Mapping • Semantic Features Analysis • Frayer Model • Four Square • Academic Content Vocabulary Word Questioning

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Fluency	1.A. Apply word analysis and vocabulary skills to comprehend selections. 1.B. Apply reading strategies to improve understanding and fluency. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Reading</i>	I explicitly teach, model, and provide planned opportunities for students to develop fluency with accuracy, expression and comprehension using leveled materials. <ul style="list-style-type: none"> End of year “target” - 145 words per minute 	1	<u>Formative</u> QRI <u>Summative</u>	Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Fluency Appendix <ul style="list-style-type: none"> Partner Reading Choral Reading Reader’s Theater Repeated/Timed Readings
Comprehension	1.A. Apply word analysis and vocabulary skills to comprehend selections. 1.B. Apply reading strategies to improve understanding and fluency. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Reading.4-5</i>	I explicitly teach, model, and provide planned opportunities for students to use a variety of self-monitoring strategies.	1	<u>Formative</u> <u>Summative</u> ISAT IMAGE	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix Teaching students to: <ul style="list-style-type: none"> Ask questions when they do not understand text, Identify what is difficult, Re-read text, Read ahead, Use context clues and visual clues, Seek additional information, and Clarify terminology. Making Meaning

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Comprehension	1.C. Comprehend a broad range of reading materials. 2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Reading.2-5</i>	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> • make logical predictions and ask questions about text before, during, and after reading, • use information from the text to verify predictions, • connect important ideas in the text, and • link the text to previous experiences and knowledge. 	1	Formative MAP: Interpretive Reading Comp. Summative ISAT IMAGE	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • KWL/KWL Plus • Making Meaning
Comprehension	2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Reading.1-5</i>	I explicitly teach, model, and provide planned opportunities for students to read informational text to: <ul style="list-style-type: none"> • identify the main idea, supporting details, and opinions, • make an outline of the text, • conclude whether portions of the passage are fact or opinion, • apply survey strategies (bold print, key words, and graphics), • identify structure (description, compare/contrast, cause/effect, or sequence), and interpret information from tables, maps, visual aids, and charts, and • extend ideas presented in text. 	1 1 1 2 2 2	Formative MAP: Literal Reading Comp. MAP: Interpretive Reading Comp. MAP: Evaluative Reading Comp. Summative ISAT IMAGE	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Content Area Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • Venn Diagram • QARs • Retelling • Reciprocal Teaching • Read/Recall/Check/Summarize • Two Column Notes-Main Idea/Details Notes and Opinion/Proof • Book Pass • Question Game • Anticipation Guides ReQuest Making Meaning

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Comprehension	2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Reading.3-4</i> <i>2.Speaking.1-5</i>	I explicitly teach, model, and provide planned opportunities for students to read fictional text to: <ul style="list-style-type: none"> • identify and describe the main problem or conflict of the plot, their causes, and the influence of specific events on future actions, • summarize major points and supporting details from the story, • describe cause-and-effect of specific events in the story, • evaluate the believability of characters and the degree to which the plot is believable or realistic. • interpret the theme, • use the knowledge of the setting and of a character’s traits to determine the cause of the character’s actions, and • compare and contrast the story with others that are read—main problem and plot. 	1	Formative MAP: Literal Reading Comp. MAP: Interpretive Reading Comp. MAP: Evaluative Reading Comp. Summative ISAT IMAGE	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • Story Map • Venn Diagram • Retelling • Question Game Making Meaning
Comprehension	1.C. Comprehend a broad range of reading materials. 2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Speaking.3-5</i> <i>2.Reading.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to make inferences , using evidence in the text and prior knowledge to: <ul style="list-style-type: none"> • draw conclusions to make connections from text to text, text to self, and text to world, • identify cause/effect relationships • analyze a characters traits and motives, and • draw conclusions about contexts, events, characters, and settings. 	1	Formative MAP: Interpretive Reading Comp. Summative ISAT IMAGE	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • QARs • Question Games Making Meaning

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Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Writing.1-5</i>	I explicitly teach, model, and provide planned opportunities for students to explain their thinking in writing extended response to text that: <ul style="list-style-type: none"> • identifies important information found explicitly and implicitly in the text, and • uses this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or compare/contrast. 	1	Formative ISBE Extended-Response Reading Rubric Summative ISAT Extended Response	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	
Writing.	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to write a narrative piece that: <ul style="list-style-type: none"> • establishes and supports a central theme which describes the setting, characters, objects and events, • provides a logical sequence of events- beginning, middle and end, • provides transitions to link paragraphs, • uses words that describe, • uses simple and compound sentences, and • creates interesting sentences. 	1-2	Formative Six Traits Writing Summative Six Traits Writing	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	

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Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to write an expository piece that: <ul style="list-style-type: none"> • establishes and supports a central idea with a topic sentence at or near the beginning of the paragraph, • includes supporting paragraphs with simple facts, details, and explanations or examples, • presents ideas in sequence, • provides transitions to link paragraphs, • concludes with a paragraph that summarizes the points, • uses words that describe and explain, • uses simple and compound sentences, and • creates interesting sentences. 	1-2	Formative Six Traits Writing Summative Six Traits Writing	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	

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Writing	3.A. Use correct grammar, spelling, punctuation, capitalization, and narrative structures. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Writing.1-5</i>	I explicitly teach, model how to, and provide planned opportunities for students to use: <ul style="list-style-type: none"> • fully developed paragraphs (topic sentences, details/examples, summaries/ conclusions) and a variety of sentences, • correct subject/verb agreement, • correct capitalization, • appropriate punctuation, • regular verbs, irregular verbs, adverbs, prepositions, and coordinating conjunctions, and • correct spelling of previously studied words. 	1-2-3	Formative Six Traits Writing Summative Six Traits Writing	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	

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Writing	3.A. Use correct grammar, spelling, punctuation, capitalization, and structure. ***English Language Proficiency Standards <i>Grade Level Cluster 6-8</i> <i>2.Writing.1-5</i>	I explicitly teach, model, and provide planned opportunities for students to edit their work checking for: <ul style="list-style-type: none"> • interest for the reader, • important ideas using organizational structures, such as chronological order, cause-and-effect, or compare/contrast, • new ideas in separate paragraphs, • details and examples to support ideas, • a concluding paragraph that summarizes important ideas, • a variety of descriptive words, and • simple and compound sentences. 	1-2-3	<u>Formative</u> Six Traits Writing <u>Summative</u> Six Traits Writing	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	