

**USD 368
Curriculum Guide**

***KS Assessment**

**Curricular Area: Reading
Grade/Course: Sixth**

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 1: The student uses skills in alphabetics to construct meaning from text.**

Knowledge Base Indicators

The student...

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 2: The student reads fluently.**

Knowledge Base Indicators

The student...

1. uses knowledge of conventions and text features to read fluently at *instructional* or *independent reading levels*.
2. reads expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*.
3. uses knowledge of complex sentence structure to read fluently at *instructional* or *independent reading levels*.
4. uses a variety of *word-recognition* strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
5. adjusts reading rate to support comprehension when reading *narrative, expository, technical, and persuasive* texts.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 3: The student expands vocabulary.**

Knowledge Base Indicators

The student...

1. *determines the meaning of words or phrases using context clues (e.g., *definitions, restatements, examples, descriptions, comparison-contrast, clue words*) from sentences or paragraphs.
2. uses *synonyms, antonyms, homophones, and homographs* to determine the meaning of words.
3. understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.

4. *determines meaning of words through knowledge of word structure (e.g., **root words*, **prefixes*, **suffixes*).
5. *identifies and determines the meaning of *figurative language* including **similes*, **metaphors*, **analogies*, *hyperbole*, *onomatopoeia*, *personification*, and *idioms*.
6. identifies word *connotations* and word *denotations*.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Knowledge Base Indicators

The student...

1. identifies characteristics of *narrative*, *expository*, *technical*, and *persuasive* texts.
2. *understands the purpose of text features (e.g., title, headings, subheadings, topic and summary sentences, pictures/illustrations, graphs/charts and maps, table of contents, boldface type, italics, glossary, index, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.
3. uses prior knowledge, content, text type and text features to make, revise, and confirm predictions.
4. generates and responds logically to literal, inferential, and *critical thinking* questions before, during, and after reading the text.
5. *uses information from the text to make inferences and draw conclusions.
6. *analyzes how text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*, *description*, *cause-effect*) help support comprehension of text.
7. *compares and contrasts varying aspects (e.g., *characters'* traits and motives, *themes*, *problem-solution*, *cause-effect* relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.
8. *explains cause-effect relationships in appropriate-level *narrative*, *expository*, *technical*, and *persuasive* texts.
9. **uses *paraphrasing* and organizational skills to *summarize* information (e.g., stated and main ideas, main events, important details) from appropriate-level *narrative*, *expository*, *persuasive*, and *technical* texts in logical order.
10. *identifies the *topic*, *main idea(s)*, supporting details, and *theme(s)* in text across the content areas and from a variety of sources in appropriate-level text.
11. **identifies and describes the *author's purpose* and basic techniques the author uses to achieve that purpose.
12. establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
13. follows directions explained in *technical* text.
14. **identifies evidence that supports conclusions in persuasive text.
15. **distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media), *bias*, and *stereotypes* in various types of appropriate-level texts.
- 16L. skims and scans large pieces of print

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Knowledge Base Indicators

The student...

1. *describes different aspects of major and minor *characters* (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the *plot*, including resolution of the major conflict.
2. *identifies and describes the *setting* (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.
3. *identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.
4. identifies aspects of *theme* (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.
5. identifies the use of literary devices (e.g., *foreshadowing*, *flashback*).
- 6L. compares and contrasts concepts in text

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions various cultures.

Knowledge Base Indicators

The student...

1. understands the effects history and cultures may have on works of literature.
2. compares and contrasts various languages, traditions, and cultures found in literature.
3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The students use writing as a tool for learning throughout the curriculum.

Knowledge Base Indicators

The student...

1. uses various formats such as notes, outlines, journal entries, research reports, lab reports, speeches, poems, advertisements and steps for various projects in the content areas.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

Knowledge Base Indicators

The student...

1. generates ideas and selects one topic on which to write.
2. organizes their thoughts about the selected topic.
3. writes a draft about the selected topic.
4. generates a final copy.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The students use ideas that are well developed, clear, and interesting.

Knowledge Base Indicators

The student...

1. produces compositions that have one main idea with supporting details.
2. learns and begins to use strategies for generating ideas, which may include brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources for generating ideas.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The students will use organization that enhances the reader's understanding.

Knowledge Base Indicators

The student...

1. writes introductions that engage the reader.
2. presents main ideas and supporting details in logical order.
3. uses transitions to allow ideas to flow smoothly within paragraphs.
4. writes conclusions that provide a sense of resolution.
5. writes a cohesive piece with a clear introduction body and conclusion.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The student uses appropriate voice.

Knowledge Base Indicators

The student...

1. writes to convey mood and personality.
2. uses a voice appropriate for purpose and audience.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The students use effective word choice.

Knowledge Base Indicators

The student...

1. chooses words and phrases appropriate for purposes and various audiences (to inform, entertain, persuade).
2. uses specific nouns, verbs, adjectives, adverbs, and descriptive phrases in writing.
- 3L. recalls and demonstrates proper subject-verb agreement in sentences.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 7: The student uses clear and fluent sentences.

Knowledge Base Indicators

The student...

1. uses a variety of sentence structures (including simple and compound).
2. uses a variety of introductory phrases to vary the length of sentences for more effective writing.
3. writes with a natural flow.
4. writes simple dialogue.
- 5L. uses correct parts of speech in sentences.
- 6L. uses sentence variety in paragraphs.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The students use standard American English conventions.

Knowledge Base Indicators

The student...

1. uses complete and compound sentences.
2. uses appropriate paragraphing.
3. correctly uses a wide range of conventions, such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement.
- 4L. applies correct punctuation and capitalization in sentences.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.

Knowledge Base Indicators

The student...

1. writes descriptive pieces which may include writing about a time, place, occasion, and object.
2. writes narrative pieces (e.g., personal narratives, autobiographies, and short stories).
3. writes expository pieces (e.g., lab reports, math projects, social studies reports, and summaries).
4. writes persuasive pieces (e.g., letters to the editor and advertisements).

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

Knowledge Base Indicators

The student...

1. formulates questions in order to create a *thesis/hypothesis*. Uses knowledge, comprehension, application, analysis, and synthesis levels of questioning.
2. locates and uses a variety of appropriate print and non-print resources to gather information.
3. distinguishes between accurate and inaccurate or misleading information.
4. selects an appropriate structure for organizing and recording information in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. presents findings and conclusions through a variety of media.
6. categorizes relevant information from multiple sources into major components (e.g., topics, subtopics).

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 2: The student uses ethical research practices.

Knowledge Base Indicators

The student...

1. analyzes and understands implications of *plagiarism* (e.g., ethical, legal).
2. expresses information in own words using evidence and examples.
3. cites references for all information used or reproduced from any source.
4. constructs a *bibliography* with author, title, publisher, year, website name and address, and copyright date.