

**ENGLISH: READING  
ALIGNED STANDARDS OF LEARNING  
CURRICULUM FRAMEWORK  
GRADE 6**



**6E-RW1 The student will**

- a) **determine the meaning of simple idioms and figures of speech as they are used in a text;**
- b) **use context clues to determine the meaning of vocabulary words drawn from reading and other content areas;**
- c) **seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials;**
- d) **demonstrate word relationships by interpreting similes (e.g., *The man was as big as a tree.*).**

<b>UNDERSTANDING THE STANDARD (Teacher Notes)</b>	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will become independent learners of vocabulary. Teachers should choose vocabulary from context.</li> <li>• Students will be exposed to prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin.</li> <li>• Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages— <i>night</i> (English), <i>nuît</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish).</li> <li>• Figurative language will be introduced and, students will continue the use of context to help determine the meaning of unfamiliar words.</li> <li>• Students will be introduced to word relationships and nuances in word meanings.</li> <li>• Determine the meaning of words and phrases as they are used as figurative language.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use word structure to analyze and show relationships among words.</li> <li>• use common, grade-appropriate Greek or Latin affixes and roots as clues to determine meanings of common English words.</li> <li>• recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate.</li> <li>• recognize that figurative language enriches text.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound <i>audience, auditory, audible</i>).</li> <li>• identify Latin and Greek roots of common English words as clues to the meaning.</li> <li>• separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i>.</li> <li>• recognize common antonyms and synonyms.</li> <li>• notice relationships among inflected words, such as <i>proceed</i> and <i>procession</i> or <i>internal</i> and <i>internalization</i>.</li> <li>• use context (e.g., the overall meaning of a sentence or paragraph; a word’s function in a sentence) as a clue to the meaning.</li> <li>• recognize word relationships, such as: synonyms – small: little; antonyms – up: down; object/action – ear: hear; source/product – tree: lumber; part/whole – paw: dog; and animal/habitat – bee: hive.</li> </ul>

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- c) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials;
- d) demonstrate word relationships by interpreting similes (e.g., *The man was as big as a tree.*).

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.</li> </ul>		<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use context clues to determine meanings of unfamiliar words in text, such as:             <ul style="list-style-type: none"> <li>◦ examples;</li> <li>◦ restatements; and</li> <li>◦ contrast.</li> </ul> </li> <li>• identify figurative language in text, including:             <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons;</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figures of speech; and</li> <li>◦ <b>metaphor</b> – a comparison equating two or more unlike things without using “like” or “as.”</li> </ul> </li> <li>• consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.</li> <li>• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.</li> </ul>

**6E-CF1 The student will**

- a) determine what a fictional text says explicitly as well as what simple inferences should be drawn;
- b) determine the theme or central idea of a familiar story and identify details that relate to it;
- c) identify the episodes or significant events in a story or drama;
- d) identify the progression of a key individual, event, or idea throughout a fictional text.

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will read at and beyond the literal level in a variety of genres, including fiction, narrative nonfiction, and poetry, and understand the structures and characteristics of stories and poems.</li> <li>• Teachers will model higher-order thinking processes with materials at the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level.</li> <li>• Students will become independent readers of age-appropriate text and will activate background knowledge and summarize or paraphrase text to demonstrate understanding.</li> <li>• <b>Imagery</b> is the use of words to recreate sensory impressions. Verbal imagery is most often visual, but imagery may also be words that recreate sound, smell, taste, or touch impressions.</li> <li>• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• recognize an author's choice of words and images.</li> <li>• describe how the author uses keywords and images to craft a message and create characters.</li> <li>• analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li>• analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).</li> <li>• identify and define the elements of narrative structure.</li> <li>• understand that fiction includes a variety of genres, including short story, novel, and drama.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand setting as time and place.</li> <li>• understand plot as: <ul style="list-style-type: none"> <li>◦ the development of the central conflict and resolution;</li> <li>◦ the sequence of events in the story; and</li> <li>◦ the writer's map for what happens, how it happens, to whom it happens, and when it happens.</li> </ul> </li> <li>• understand that character traits are revealed by: <ul style="list-style-type: none"> <li>◦ what a character says;</li> <li>◦ what a character thinks;</li> <li>◦ what a character does; and</li> <li>◦ how other characters respond to the character.</li> </ul> </li> <li>• determine a central idea or theme of a fictional text and how it is developed through specific details.</li> <li>• understand internal and external conflicts in stories, including: <ul style="list-style-type: none"> <li>◦ internal conflicts within characters;</li> <li>◦ external conflicts between characters; and</li> <li>◦ changes in characters as a result of conflicts and resolutions in the plot.</li> </ul> </li> <li>• describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.</li> </ul>

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<ul style="list-style-type: none"> <li>• understand that narrative nonfiction includes biography, autobiography, and personal essay.</li> <li>• understand that poetry can be rhymed, unrhymed, and/or patterned.</li> <li>• differentiate between narrative and poetic forms.</li> <li>• understand that imagery and figurative language enrich texts.</li> <li>• recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.</li> <li>• recognize an author’s theme(s).</li> <li>• recognize that prior or background knowledge assists in making connections to the text.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• notice an author’s craft, including use of : <ul style="list-style-type: none"> <li>◦ language patterns;</li> <li>◦ sentence variety;</li> <li>◦ vocabulary;</li> <li>◦ imagery; and</li> <li>◦ figurative language.</li> </ul> </li> <li>• recognize an author’s use of: <ul style="list-style-type: none"> <li>◦ <b>simile</b> – figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons;</li> <li>◦ <b>hyperbole</b> – intentionally exaggerated figures of speech; and</li> <li>◦ <b>metaphor</b> – a figure of speech that makes a comparison equating two or more unlike things without using “like” or “as.”</li> </ul> </li> <li>• recognize poetic forms, including: <ul style="list-style-type: none"> <li>◦ <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;</li> <li>◦ <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous;</li> <li>◦ <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; and</li> <li>◦ <b>free verse</b> – poetry with neither regular meter nor rhyme scheme.</li> </ul> </li> <li>• recognize poetic elements in prose and poetry, including: <ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., <i>farm/harm</i>;</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses;</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis;</li> </ul> </li> </ul>

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and</li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g., <i>buzz</i>.</li> <li>• recognize an author’s tone including serious, humorous, objective, and personal.</li> <li>• use strategies for summarizing, such as graphic organizers.</li> <li>• use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development.</li> <li>• use graphic organizers to record changes in characters as a result of incidents in the plot.</li> <li>• use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> <li>• analyze author’s use of figurative language.</li> <li>• identify how transitional words signal an author’s organization such as words indicating time, cause and effect, or indicating more information.</li> </ul>

**STANDARD 6CN1      REPORTING CATEGORY: COMPREHENSION-NONFICTION      CONTENT: READING**

**6E-CN1    The student will**

- a) analyze a nonfiction text to determine what it says explicitly as well as what inferences should be drawn;**
- b) determine the central idea of a short nonfiction passage and details or facts related to it;**
- c) use content words and phrases from nonfiction text.**

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of nonfiction texts.</li> <li>• Teachers will model higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level.</li> <li>• Students will become independent and knowledgeable about the use of libraries and technology for doing research.</li> <li>• Teachers will collaborate to help students apply reading skills in a variety of content texts.</li> <li>• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge before reading.</li> <li>• be strategic before, during, and after reading.</li> <li>• recognize an author’s patterns of organization.</li> <li>• recognize an author’s use and clarification of technical vocabulary.</li> <li>• use graphic organizers to organize and summarize text.</li> <li>• read beyond the printed text to understand the message stated or implied by an author.</li> <li>• select appropriate sources of information based on the purpose for reading.</li> <li>• use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge before reading by use of, but not limited to:               <ul style="list-style-type: none"> <li>◦ small-group or whole-class discussion;</li> <li>◦ anticipation guides; and</li> <li>◦ preview of key vocabulary.</li> </ul> </li> <li>• pose questions prior to and during the reading process based on text structures, such as:               <ul style="list-style-type: none"> <li>◦ boldface and/or italics type;</li> <li>◦ type set in color;</li> <li>◦ vocabulary;</li> <li>◦ graphics or photographs; and</li> <li>◦ headings and subheadings.</li> </ul> </li> <li>• use specific and helpful clues in the context, including:               <ul style="list-style-type: none"> <li>◦ <b>definitions</b> – which define words within the text;</li> <li>◦ <b>signal words</b> – which alert readers that explanations or examples follow;</li> <li>◦ <b>direct explanations</b> – which explain terms as they are introduced;</li> <li>◦ <b>synonyms</b> – which provide a more commonly used term;</li> <li>◦ <b>antonyms</b> – which contrast words with their opposites; and</li> <li>◦ <b>inferences</b> – which imply meaning and help readers deduce meaning.</li> </ul> </li> <li>• give evidence from the text to support conclusions.</li> <li>• identify common patterns of organizing text including:               <ul style="list-style-type: none"> <li>◦ chronological or sequential;</li> <li>◦ comparison/contrast;</li> <li>◦ cause and effect;</li> <li>◦ problem-solution; and</li> <li>◦ generalization or principle.</li> </ul> </li> </ul>

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- c) use content words and phrases from nonfiction text.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
	<ul style="list-style-type: none"> <li>• read in order to gather, organize, and synthesize information for written and oral presentations.</li> <li>• recognize an author’s purpose, including:               <ul style="list-style-type: none"> <li>◦ to entertain;</li> <li>◦ to inform; and</li> <li>◦ to persuade.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• predict and then read to validate or revise the prediction(s).</li> <li>• identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.</li> <li>• comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.</li> <li>• recognize that a fact is something that can be proven, while an opinion is a personal feeling.</li> <li>• determine a central idea of a text and recognize how details support that idea.</li> <li>• use graphic organizers to show similarities and differences in the information found in several sources about the same topic.</li> <li>• use strategies and rules for summarizing, such as the following:               <ul style="list-style-type: none"> <li>◦ delete trivia and redundancy;</li> <li>◦ substitute a general term for a list; and</li> <li>◦ find or create a main idea statement.</li> </ul> </li> <li>• summarize the text without providing a personal opinion.</li> <li>• compare and contrast similar information across several texts.</li> </ul>