





<p>4. uses a variety of <i>word-recognition</i> strategies (e.g., <i>orthographic patterns</i>, reading and writing text) to read fluently.</p> <p>5. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i>.</p>	<p>independently select a text and prepare an oral recitation.</p> <p>4. (a) guides the students in various forms of word study (e.g., <i>prefixes, root words, suffixes, word families, word walls</i>).</p> <p>(b) finds a content in which unfamiliar vocabulary words are introduced.</p> <p>(c) allows students the opportunity to practice decoding strategies, then, students discuss how they decoded the word and arrived at an acceptable meaning.</p> <p>(d) makes a conscious effort over time to model the correct use and pronunciation of vocabulary so that students have the opportunity to hear the word used correctly. The teacher provides students opportunities to practice using vocabulary words orally in on-going classroom activities.</p> <p>5. (a) asks the students to read a comic strip that is presented on an overhead. Then students read a paragraph from a science or social studies text (also on transparency). The students discuss how they adjusted their reading rate. Note: Be sure to enlarge the copy so all students can read the transparency.</p> <p>(b) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (<i>narrative, expository, technical, persuasive</i>). Have students create a chart describing how they adjusted their own reading rate for each type of text.</p>
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**Teacher Notes:**

**\*\*NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

**Standard 1: Reading**

**SIXTH GRADE**

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

**Benchmark 3: The student expands vocabulary.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. ▲ determines the meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast, clue words</i>) from sentences or paragraphs.</li> <li>2. uses <i>synonyms, antonyms, homophones, and homographs</i> to determine the meaning of words.</li> <li>3. understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, encyclopedias, internet) that are appropriate to the task.</li> <li>4. ▲ determines meaning of words through knowledge of word structure (e.g., ▲<i>root words, ▲prefixes, ▲suffixes</i>).</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. (a) chooses a text or an article that contains unfamiliar text that can be supported through the contextual information. The students read the article in cooperative groups and highlight and list unfamiliar text onto a sheet of paper. After the activity, the teacher asks students to write the unfamiliar text onto an index card for the <i>word wall</i>. Then, the teacher reads the text to the student and brainstorms with students which context helped them understand the unfamiliar text. The students are asked to underline the text used for understanding the unfamiliar word.  <b>(b) in social studies, assists the students in making word/definition puzzles for new vocabulary terms.</b></li> <li>2. (a) writes a list of words on the board and randomly asks the students to approach the board, choose a word, and write its <i>antonym</i>. Next, the teacher divides the students into groups of three and instructs them to brainstorm a list of six words and their <i>antonyms</i>. Then, the teacher might have the students compose an appropriate song using the <i>antonyms</i> which they have chosen or compose a story.</li> <li>3. (a) assigns students a <i>topic</i> or research that requires them to locate and use reference materials in the classroom, school, and/or public library (when school transportation can be provided).</li> <li>4. (a) models the <i>vocabulary self-correction strategy (VSS)</i> after reading a paragraph with unfamiliar text. Using this technique, the teacher divides students into small groups and provides students with a story containing unfamiliar text. The students are instructed to list unfamiliar text that they would like to study and must explain with their small group what they think the words mean. Then the entire class finds the definitions for the unfamiliar words and determines</li> </ol>

<p>5. ▲ identifies and determines the meaning of <i>figurative language</i> including ▲ <i>similes</i>, ▲ <i>metaphors</i>, ▲ <i>analogies</i>, <i>hyperbole</i>, <i>onomatopoeia</i>, <i>personification</i>, and <i>idioms</i>.</p> <p>6. identifies word <i>connotations</i> and word <i>denotations</i>.</p>	<p>which of these words they would like to study further.</p> <p>(b) models the creation of <b>semantic webs</b> that illustrate how Greek and Latin roots form the basis of English words. Students create their own <i>semantic webs</i> using additional Greek and Latin roots.</p> <p>5. (a) copies a list of six <i>idioms</i> onto a transparency  It's raining cats and dogs.  Pass the buck.  Teach an old dog new tricks.  Drove me up the wall.  Break a leg.  You said that tongue in cheek.</p> <p>using the overhead, the teacher shows the transparency and asks the students to volunteer to define the words. Then the teacher has the students work in pairs to dramatize using each of the six <i>idioms</i>.</p> <p>(b) provides text with examples of <i>figurative language</i>. In small groups, students identify and discuss the possible meaning of the <i>figurative language</i>. The students then meet back together in a large group to discuss and/or demonstrate their understanding of the <i>figurative language</i>.</p> <p>6. (a) discusses with the student the differences between <i>connotations</i> and <i>denotations</i>. The students then identify each within a text. Students discuss how <i>connotations</i> can influence <i>persuasive</i> writing.</p> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 1: Reading**

**SIXTH GRADE**

**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*).**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>.</li> <li>2. ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, <i>topic</i> and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. (a) guides students through the creation of <b>semantic web</b> listing students' prior knowledge of characteristics of <i>technical text</i> (e.g., concise text, steps to follow, directions, procedures, illustrations, diagrams, etc.). Next, the teacher provides students with a variety of specific examples of <i>technical texts</i> (e.g., assembly manual, recipe, memo, e-mail, instructions, web pages, brochures, newsletters, fliers, etc.) for students to analyze. Students use the sample texts to more fully develop a <i>semantic web</i> with their own understanding of characteristics of <i>technical text</i>. This activity could be repeated for <i>narrative, expository, and persuasive texts</i>.</li> <li>2. (a) asks students to look through a science text chapter, reading only the headings, the first and last sentences of paragraphs, and graphic captions. In small groups students list and discuss what they think they will learn from reading the chapter. As a class, students discuss small group findings, compare results, and reinforce the importance of specific <i>text organizers</i>.  (b) in social studies, has the students use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the student's local community, state, country, and the world. The teacher then has the students practice learning locations related to their area of study through games such as "baseball" or a "Location Bee" using a map with numbers in place of names for the assigned locations. The incentive of competition could be added by keeping track of team scores the last day of each week, reshuffling teams after several weeks and tracking scores again.  (c) models skimming and scanning of a text that contains a variety of text features and discusses their purposes. Students then skim and scan a different text containing similar text features and explain how each feature contributed to their understanding of the text.</li> </ol>

<p>3. uses prior knowledge, content, text type and text features to make, revise, and confirm predictions.</p> <p>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲ uses information from the text to make inferences and draw conclusions.</p> <p>6. ▲ analyzes how text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) helps support comprehension of text.</p>	<p>3. (a) demonstrates the strategy of pause and reflect through daily read alouds and expects students to use the strategy in their own reading.</p> <p>(b) uses Think Alouds during oral reading.</p> <p>(c) in social studies, has the students apply prior knowledge of the role of government in the economy in responding to the following question: <i>Your community needs a new fire station. Who will pay for this building and how will they get the money?</i></p> <p>4. (a) uses the strategy of QAR or other questioning strategy to guide in their understanding of the text. The teacher also encourages students to generate their own <i>critical thinking</i> questions.</p> <p>5. (a) provides students with a two-column <b>T-Chart</b> categorized with the words Questions (on the left side) and Inferences on the right side. Students use their prior knowledge to generate questions for the left-side column and write what they think the author meant on the right-side column to answer their questions.</p> <p>(b) uses word equations to model drawing conclusions and making inferences (Example: information from text + prior knowledge = conclusion).</p> <p>(c) reads poem riddles and has students complete an idea web showing the answer to the poem in the center and the hints provided in the poem on each branch of the web.</p> <p>6. (a) demonstrates the use of note taking skills and guides the students to highlight portions of the text that support various text structure.</p> <p>(b) provides text with description and has students highlight terms relating to the 5 senses.</p> <p>(c) provides a text using comprehension - contrast text structure. After reading, students complete a <i>graphic organizer</i> identifying the similarities and differences.</p> <p>(d) in social studies, has the students make a <i>graphic organizer</i> that</p>
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<p>7. ▲ compares and contrasts varying aspects (e.g., <i>characters'</i> traits and motives, <i>themes</i>, <i>problem-solution</i>, <i>cause-effect</i> relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.</p> <p>8. ▲ explains cause-effect relationships in appropriate-level <i>narrative</i>, <i>expository</i>, <i>technical</i>, and <i>persuasive texts</i>.</p> <p>9. ▲▲ uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied <i>main ideas</i>, main events, important details) from appropriate-level <i>narrative</i>, <i>expository</i>, <i>persuasive</i>, and <i>technical texts</i> in logical order.</p>	<p>shows the steps observed in obtaining citizenship.</p> <p>(c) in social studies, has the students create a class timeline that identifies the significant events that lead to the American Revolution.</p> <p>(d) in social studies, has the students make a list of colonial grievances and British policies during this period. The teacher has the students create a timeline showing key events in the relationship between Great Britain and the American colonies. Students are then expected to identify as many cause and effect relationships possible.</p> <p>7. (a) uses <i>graphic organizers</i> in all subject areas to compare and contrast information.</p> <p>(b) in social studies, assists the students to make a <b>Venn Diagram</b> to compare and contrast democracy and republic.</p> <p>(c) in social studies, has the students compare and contrast features of life in the New England, Middle, and Southern colonies (e.g., economic, social, political, geographic).</p> <p>(d) in social studies, has the students compare and contrast the impact of European settlement from an American Indian and European point of view.</p> <p>8. (a) guides the students to create a <i>graphic organizer</i> to identify cause-effect.</p> <p>9. (a) guide students to create a <i>graphic organizer map</i> that identifies key concepts that aides the student to give an oral summary of the text.</p> <p>(b) in social studies, posts copies of foundational documents in the classroom so students learn to identify the documents by sight. The teacher has the students summarize the purpose of each document. Using charades, the students act out some of the freedoms secured by the Bill of Rights. The teacher has the students discuss the Preamble and use the list of goals to describe the Constitution. The teacher uses a video to familiarize the students with the Preamble.</p>
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<p>10. ▲ identifies the <i>topic, main idea(s)</i>, supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts.</p> <p>11. ▲▲ identifies and describes the <i>author's purpose</i> and basic techniques the author uses to achieve that purpose.</p> <p>12. establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p> <p>13. follows directions explained in <i>technical text</i>.</p> <p>14. ▲▲ identifies or describes evidence that supports conclusions in <i>persuasive text</i>.</p> <p>15. ▲▲ distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media), <i>bias</i>, and <i>stereotypes</i> in various types of appropriate-level texts.</p>	<p>in social studies, has the students retell the stories of the explorers (e.g., Leif Erikson, Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, Balboa, LaSalle, and Pizzaro).</p> <p>10. (a) provides the students with a magazine article. Using a <i>main idea</i> organizer, the students, working in small groups, discuss and identify the <i>main idea</i> and supporting details.</p> <p>11. (a) discusses with students possible answers to "What do you think is the author's purpose for this text?; and why?".</p> <p>12. (a) uses the <i>Think-Pair-Share</i> strategy. The teacher guides students to compare their purpose for reading with the author's purpose.</p> <p>(b) provides note cards where students write "entertain, persuade, explain, etc. on the cards. The teacher reads a short text and the student holds up the card identifying the author's purpose.</p> <p>13. (a) divides the class into groups of four. Teacher provides students with one recipe, such as puffed rice cereal treats, puppy chow, or popcorn balls. Students work in small groups, follow the directions, and evaluate the results. (Can be integrated with science and mathematics instruction).</p> <p>14. (a) provides students with a <i>persuasive text</i> and asks students to discuss evidence from text that supports different points of view.</p> <p>15. (a) has students work in pairs with a <b>comparison chart</b> to identify the facts vs. opinions within different pieces of advertisement.</p> <p>(b) provides students with various newspaper clippings and asks them to distinguish between the factual stories and the editorial opinions. Ask them to highlight any opinions that may be included in the factual stories.</p> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
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**Teacher Notes:**

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**Standard 2: Literature**

**SIXTH GRADE**

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

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

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. ▲ describes different aspects of major and minor <i>characters</i> (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 <i>plot</i>, including resolution of the major conflict.</li> <li>2. ▲ identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the <i>setting</i> to the story or literary text.</li> <li>3. ▲ identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.</li> <li>4. identifies aspects of <i>theme</i> (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.</li> <li>5. identifies the use of literary devices (e.g., <i>foreshadowing</i>, <i>flashback</i>).</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. (a) models how to complete a <i>graphic organizer</i> focusing on <i>character(s)</i>. The teacher then allows students to practice using the organizer in cooperative groups before individual work is done by the students.</li> <li>2. (a) provides students with a <b>Venn Diagram</b> comparing <i>setting</i> in the story to another <i>setting</i> either from life or another text.</li> <li>3. (a) shows travel brochures to students. Students create a travel brochure for the text read.  (b) provides students with a <b>plot chart</b>.</li> <li>4. (a) provides students with a <b>theme diagram</b> or <b>Thinking Tree</b>.  (b) has students write important quotes from the text and then state what they think about the quote. From the statements, form a sentence that states a <i>theme</i>.</li> <li>5. (a) uses excerpts from appropriate children's movies containing literary devices. Using a <i>graphic organizer</i>, students will identify the literary devices present within the movie. Teachers should discuss why the author chose to use those specific devices in the movie.  (b) provides a text with <i>flashback</i>. After reading, students make a timeline and discuss why the author used this device.</li> </ol>

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<p><b>Teacher Notes:</b></p>	

**Standard 2: Literature**

**SIXTH GRADE**

**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.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. understands the effects history and cultures may have on works of literature.</li> <li>2. compares and contrasts various languages, traditions, and cultures found in literature.</li> <li>3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. (a) reads historical fiction to the students. After reading the story, the teacher has the students brainstorm their feelings about the story. Then the teacher models the completion of a <b>cause and effect tree</b>, showing how cultures affect individuals.  (b) in social studies, has the students create a greeting card that reflects the beliefs and traditions of another culture's faith (e.g., Islamic), as it was taught in another country. Students may choose to create a birthday card or another greeting card for one of the cultures.</li> <li>2. (a) provides fairy tales written from a variety of cultural views. The teacher has the students discuss the fairy tales as a whole group. In cooperative groups, the teacher has the students complete a <b>comparison/contrast organizer</b>.  (b) in social studies, has the students compare and contrast types of regions and explains how they are historically, economically, and culturally connected. This information is presented in the form of a "family tree" , web, chart, or other graphic representation (hard copy or computer generated).  (c) in social studies, will prepare a five column matrix with four categories. Using the four characteristics of a civilization, students will compare Egypt, Sumeria, Babylonia, and Hebrew culture to determine how all four meet the criteria of civilization.</li> <li>3. (a) reads aloud stories from two different cultures. After reading the two stories, the students complete a <b>Venn Diagram</b> showing the similarities and differences between their preparation and celebration of Christmas from two cultural and historical perspectives.</li> </ol>

(b) provides students with a *KWL Chart* during social studies class before beginning a lesson on World War II. Before beginning to read the text, students complete what they know about World War II onto poster paper, butcher paper, or flip note. Then they complete the W-want to know column on different pieces of paper and post their results in the classroom. Teacher then has the students review each others' responses and allows time for classroom discussion. As they read the text, students take notes on information from the reading and modify concepts they thought they knew but were clarified through the text.

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**Teacher Notes:**

**Standard 3: Writing**

**SIXTH GRADE**

**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.**

<b>Sixth Grade Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p>The student...</p> <ol style="list-style-type: none"><li>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.</li></ol>	<p>The teacher...</p> <ol style="list-style-type: none"><li>1. note-taking outlining</li></ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 3: Writing**

**SIXTH GRADE**

**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.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. generates ideas and select one <i>topic</i> on which to write.</li> <li>2. organizes their thoughts about the selected <i>topic</i>.</li> <li>3. writes a draft about the selected <i>topic</i>.</li> <li>4. generates a final copy.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. provides students with a prompt in the form of a question, such as, what was the greatest invention known to mankind. The teacher, then, instructs students to brainstorm answers (i.e., ideas).</li> <li>2. models a method of organization of a familiar story using a concept map, web, or graphic organizer.</li> <li>3. has the students read a rough draft copy of an example paper pointing out basic, beginning, middle, and end sections.</li> <li>4. establishes criteria for final copy that addresses specifically margins, title, heading, spelling, font size (when appropriate), length, and pagination.</li> </ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 3: Writing**

**SIXTH GRADE**

**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.**

<b>Sixth Grade Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p>The student...</p> <ol style="list-style-type: none"><li>1. produces compositions that have one <i>main idea</i> with supporting details.</li><li>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.</li></ol>	<p>The teacher...</p> <ol style="list-style-type: none"><li>1. provides an example of an outline that contains the main <i>topic</i> and supporting details. The teacher, then, directs students to create their own map using their writing sample.</li><li>2. provides a general <i>topic</i> such as school lunches, then, asks students to generate their ideas which may include words or phrases while writing them on the board.</li></ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 3: Writing**

**SIXTH GRADE**

**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.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. writes introductions that engage the reader.</li>   <li>2. presents <i>main ideas</i> and supporting details in logical order.</li>   <li>3. uses transitions to allow ideas to flow smoothly within paragraphs.</li>   <li>4. writes conclusions that provide a sense of resolution.</li>   <li>5. writes a cohesive piece with a clear introduction body and conclusion.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. provides students with an <i>expository</i> text that explains a simple process, such as, how to build a birdhouse and challenges students a lively introduction that piques the reader’s interest.</li>   <li>2. transfers events and details of a <i>narrative</i> text to cards, then, shuffles cards. Students are asked to match details to events and place events in sequential order.</li>   <li>3. provides students with a list of 8-10 transitional words. Students, then, compose a story or brief episode using each of the transitional words.</li>   <li>4. challenges students to answer each of the following questions               <ul style="list-style-type: none"> <li>•How does my story end?</li> <li>•What problems are solved?</li> <li>•What problems are not solved?</li> <li>•What questions did I still have?</li> </ul> </li>   <li>5. directs students to work individually or in groups to create a timeline or chronology of events as they occur in a <i>narrative</i> text. Students, then, rewrite or paraphrase the story paying specific attention to beginning, middle, and ending sections.</li> </ol> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 3: Writing**

**SIXTH GRADE**

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

**Benchmark 5: The student uses appropriate voice.**

<b>Sixth Grade Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p>The student...</p> <ol style="list-style-type: none"><li>1. writes to convey mood and personality.</li> <li>2. uses a voice appropriate for purpose and audience.</li></ol>	<p>The teacher...</p> <ol style="list-style-type: none"><li>1. directs students to imagine themselves in a situation that makes them experience a powerful mood such as, anger, jealousy, sadness, etc. Teacher, then, directs students to generate a list of 10 adjectives that the student could use that describes themselves in that mood.</li> <li>2. encourages students to brainstorm a <i>topic</i> that is discussed often during lunch time or during free time. The students, then, select a <i>topic</i> and write a paragraph about that in such a way it can be read by an adult.</li></ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 3: Writing**

**SIXTH GRADE**

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

**Benchmark 6: The students use effective word choice.**

<b>Sixth Grade Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p>The student...</p> <ol style="list-style-type: none"><li>1. chooses words and phrases appropriate for purposes and various audiences (to inform, entertain, persuade).</li><li>2. uses specific nouns, verbs, adjectives, adverbs, and descriptive phrases in writing.</li></ol>	<p>The teacher..</p> <ol style="list-style-type: none"><li>1. challenges students to create a list of adjectives that correspond to each of the primary colors. The students, then, select one of the primary colors and compose a 5-10 sentence informative paragraph about the color using their descriptive words.</li><li>2. asks students to imagine their favorite food (noun). The teacher, then, challenges students to describe in writing the way in which they eat those foods (adjectives and verbs). Teacher also directs students to describe how the food appeals to each of the five senses (adjectives).</li></ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 3: Writing**

**SIXTH GRADE**

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

**Benchmark 7: The student uses clear and fluent sentences.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. uses a variety of sentence structures (including simple and compound).</li> <li>2. uses a variety of introductory phrase to vary the length of sentences for more effective writing.</li> <li>3. writes with a natural flow.</li> <li>4. writes simple dialogue.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. directs students to rewrite sentence fragments and run-on sentences using simple and compound sentence structures.</li> <li>2. directs students to introduce a simple sentence such as "Mary wept"; with introductory prepositional phrases such as, "Before getting breakfast"; participle phrases such as, "Sitting on the counter".</li> <li>3. assigns students to pairs. The students take turns reading each other's above papers. Lesson is instructed to pay attention to behavior cues such as abrupt or awkward pauses that indicate a lack of fluency in the writing.</li> <li>4. x</li> </ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 3: Writing**

**SIXTH GRADE**

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

**Benchmark 8: The students use standard American English conventions.**

<b>Sixth Grade Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p>The student...</p> <ol style="list-style-type: none"><li>1. uses complete and compound sentences.</li><li>2. uses appropriate paragraphing.</li><li>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.</li></ol>	<p>The teacher...</p> <ol style="list-style-type: none"><li>1. prepares sentence strips containing subjects, verbs, direct objects, indirect objects, prepositional phrases, and articles. The teacher shuffles the strips and has the students select strips at random, then, students organize the strips in front of the classroom.</li><li>2. prepares a series of paragraphs (using a word processor) that do not make use of appropriate indentation. Then, students are asked to mark the beginning and end of each paragraph. The students may also be asked to justify and explain their rationale.</li><li>3. provides students with a series of sentences. Using cards marked with ending cards, the students are to select which ending mark card goes with the sentence read to them. This is a self-check lesson. The teacher, using his/her own marked cards, shows the correct response.</li></ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 3: Writing**

**SIXTH GRADE**

**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.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. writes descriptive pieces which may include writing about a time, place, occasion, and object.</li> <li>2. writes <i>narrative</i> pieces (e.g., personal <i>narratives</i>, autobiographies, and short stories).</li> <li>3. writes <i>expository</i> pieces (e.g., lab reports, math projects, social studies reports, and summaries).</li> <li>4. writes <i>persuasive</i> pieces (e.g., letters to the editor and advertisements).</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. timeline organizer</li> <li>2. self-questioning</li> <li>3. summarizing techniques</li> <li>4. organization tree</li> </ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 4: Research**

**SIXTH GRADE**

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

**Benchmark 1: The student uses effective research practices.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. formulates questions in order to create a <i>thesis/hypothesis</i>. Uses knowledge, comprehension, application, analysis, and synthesis levels of questioning.</li> <li>2. locates and uses a variety of appropriate print and non-print resources to gather information.</li> <li>3. distinguishes between accurate and inaccurate or misleading information.</li> <li>4. selects an appropriate structure for organizing and recording information in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).</li> <li>5. presents findings and conclusions through a variety of media.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. (a) guides students to complete the first two columns of a <b>KWL Chart</b> about a given <i>topic</i>.</li> <li>2. (a) guides students to write questions to interview a person who has impacted the student's life. Students conduct the interview and present their information to the class.  (b) in social studies, has students research a current or historical problem concerning a proposed action what would modify the environment (digging a canal, breaking new land for farming, building a dam, swampland for settlement, banning grazing on mountainsides, etc.). The students assume the role of a government official, environmentalist, merchant, developer, farmer, housewife, etc. After students research the issue and plan the strategies, they conduct a meeting (town, legislative, etc.) at which each student is given a chance to present his/her views from the position of his/her assigned role.</li> <li>3. (a) provides articles from tabloids. Students place sticky notes on details that are inaccurate or misleading. If possible, the teacher provides articles from magazines or newspapers with similar <i>topics</i> as tabloids and students compare the articles.</li> <li>4. (a) guides students to construct an outline about researched <i>topic</i>.  (b) guides students to use <i>graphic organizers</i>.</li> <li>5. (a) provides instruction for students to create a power point presentation. The students develop slides with graphics to present findings.</li> </ol>

6. categorizes relevant information from multiple sources into major components (e.g., *topics*, subtopics).

(b) has students create a display with text and graphics to be placed on a fold-out 3-sided display.

6. (a) has students complete *graphic organizers* such as a **web**, **concept map**, or outline to determine the *topics* and subtopics.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

**Teacher Notes:**

**Standard 4: Research**

**SIXTH GRADE**

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

**Benchmark 2: The student uses ethical research practices.**

Sixth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. analyzes and understands implications of <i>plagiarism</i> (e.g., ethical, legal).</li>   <li>2. expresses information in own words using evidence and examples.</li>   <li>3. cites references for all information used or reproduced from any source.</li>   <li>4. constructs a <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. (a) shows students examples of paraphrase and <i>plagiarism</i>. Students give thumbs up if the text is ethical or thumbs down for plagiarized material.  (b) divides the class into two groups. One group is a “defendant” group and the other group is the “plaintiff” group. The defendant group must select a student who has plagiarized, leaders who will represent an legal defense, and supporters. The “plaintiff” group select an author whose work has been plagiarized by the student, leaders who will represent the plaintiff, and supporters. The groups will have a hearing to determine what the consequences are for <i>plagiarism</i>.</li>   <li>2. (a) encourages students to relate information in own words. Students practice presenting information with a partner.  (b) in social studies, divides the class into three groups to represent the local, Kansas, and federal government. The teacher has each group research and present information regarding their structure and function. Then has the groups presenting a topic, listen for and take notes about similarities and differences when compared to the level of government they represent.</li>   <li>3. (a) models the process of citing all information used. Student creates a "Cites Used References" page.</li>   <li>4. (a) allows for students to select a famous person from which to write about. Students create a credit page.</li> </ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These</p>

examples should not be used exclusively for instruction.)

**Teacher Notes:**