## Reading – Grade 6

Outcome	4-Mastery	3-Proficient	2-Adequate	1-Limited
Comprehension				
CR6.1: Read, comprehend and respond to a	Reads a variety of texts and demonstrates	Reads a variety of texts and demonstrates	Reads a variety of texts and demonstrates	Reads a variety of texts and demonstrates
variety of texts that address social	insightful literal and inferential comprehension	literal and inferential comprehension through:	literal comprehension through:	partial comprehension through:
responsibility, efficacy, and identity.	through:			
CR6.6: Read and demonstrate comprehension and interpretation of grade-appropriate texts CR6.7: Read independently and demonstrate comprehension of a variety of information texts with some specialized language	<ul> <li>Comprehensive summaries</li> <li>In-depth explanation of implicit and explicit messages and main ideas</li> <li>Providing rich and detailed evidence</li> <li>Making sophisticated personal connections to text ( text to text, text to self, text to world)</li> <li>Providing perceptive inferences</li> <li>Providing insightful support of opinions</li> <li>Compelling interpretation of author's message and obvious themes</li> <li>Perceptive recognition of the author's use of language and techniques</li> </ul>	<ul> <li>Accurate summaries</li> <li>Complete and accurate explanations of implicit and explicit messages and main ideas</li> <li>Providing relevant evidence</li> <li>Making explicit personal connections to text ( text to text, text to self, text to world)</li> <li>Providing logical inferences</li> <li>Providing convincing support for opinions</li> <li>Logical interpretation of author's message and obvious themes</li> </ul>	<ul> <li>General summaries</li> <li>Partial explanations of implicit and explicit messages and main ideas</li> <li>Providing basic evidence</li> <li>Make predictable personal connections to text ( text to text, text to self, text to world)</li> <li>Providing obvious inferences</li> <li>Providing predictable support of opinions</li> <li>Basic interpretation author's message and obvious themes</li> <li>Simplistic recognition of the author's</li> </ul>	<ul> <li>Incomplete summaries</li> <li>Confusing explanation of implicit and explicit messages and main ideas</li> <li>Providing little or no evidence</li> <li>Making vague personal connections to text ( text to text, text to self, text to world)</li> <li>Providing weak inferences</li> <li>Providing vague support of opinions</li> <li>Questionable interpretation of author's message and obvious themes</li> <li>Vague recognition of the author's use of language and techniques</li> </ul>
	<ul> <li>Precisely identifying point of view in narrative</li> <li>Perceptive analysis and evaluation the author's message</li> <li>Articulating multiple purposes for reading</li> </ul>	<ul> <li>Accurate recognition of the author's use of language and techniques</li> <li>Accurately identifying point of view in narrative</li> <li>Logical analysis and evaluation of the author's message</li> <li>Reading with a clear purpose in mind</li> </ul>	<ul> <li>use of language and techniques</li> <li>Partially identifying point of view in narrative</li> <li>Superficial analysis and evaluation of the author's message</li> <li>Identifying obvious purposes for reading</li> </ul>	<ul> <li>Inability to identify point of view in narrative</li> <li>Undeveloped analysis and evaluation of the author's message</li> <li>Being unaware of the variety of purposes for reading</li> </ul>
CR6.8: Read Grade 6 appropriate texts to increase fluency and expression	Reads orally ( more than 160 wpm) and silently (more than 210 wpm) with <b>captivating</b> expression	Reads orally(120-160 wpm) and silently(160 - 210 wpm) with expression	Reads orally (90-119 wpm) and Silently (119-159 wpm) with <b>straightforward</b> expression.	Oral and silent reading of grade level text is tenuous impeding fluency and expression.

Use of Strategies	BEFORE	BEFORE	BEFORE	BEFORE
CR6.2: Select and use appropriate strategies to	Skillfully and insightfully:	Appropriately:	Simplistic attempts to:	Ineffective/undeveloped attempts to:
construct meaning Before, During, and After reading	<ul> <li>Considers, activates, and builds prior knowledge</li> <li>Asks questions</li> <li>Previews text</li> <li>Anticipates message the author's message</li> <li>Predicts what text will be about</li> <li>Sets purpose</li> </ul>	<ul> <li>Considers, activates, and builds prior knowledge</li> <li>Asks questions</li> <li>Previews text</li> <li>Anticipates message the author's message</li> <li>Predicts what text will be about</li> <li>Sets purpose</li> </ul>	<ul> <li>Consider, activate, and build prior knowledge</li> <li>Ask questions</li> <li>Preview text</li> <li>Anticipate message the author's message</li> <li>Predicts what text will be about</li> <li>Set purpose</li> </ul>	<ul> <li>Consider, activate, and build prior knowledge</li> <li>Ask questions</li> <li>Preview text</li> <li>Anticipate message the author's message</li> <li>Predict what text will be about</li> <li>Set purpose</li> </ul>
	<ul> <li>DURING</li> <li>Skillfully and insightfully: <ul> <li>Connects and constructs meaning</li> <li>Notes key ideas and what supports them</li> <li>Constructs mental images</li> <li>Makes, confirms, and adjusts predictions</li> <li>Makes, confirms, and adjusts inferences and draws conclusion</li> <li>Ask questions and self-monitor comprehension</li> <li>Adjusts rate or strategy</li> </ul> </li> </ul>	<ul> <li>DURING</li> <li>Appropriately: <ul> <li>Connects and constructs meaning</li> <li>Notes key ideas and what supports them</li> <li>Constructs mental images</li> <li>Makes, confirms, and adjusts predictions</li> <li>Makes, confirms, and adjusts inferences and draw conclusion</li> <li>Ask questions and self-monitors comprehension</li> <li>Adjusts rate or strategy</li> </ul> </li> </ul>	<ul> <li>DURING</li> <li>Simplistic attempts to: <ul> <li>Connect and construct meaning</li> <li>Note key ideas and what supports them</li> <li>Construct mental images</li> <li>Make, confirm, and adjust predictions</li> <li>Make, confirm, and adjust inferences and draw conclusion</li> <li>Ask questions and self-monitor comprehension</li> <li>Adjust rate or strategy</li> </ul> </li> </ul>	<ul> <li>DURING</li> <li>Ineffective/undeveloped attempts to: <ul> <li>Connect and construct meaning</li> <li>Note key ideas and what supports them</li> <li>Construct mental images</li> <li>Make, confirm, and adjust predictions</li> <li>Make, confirm, and adjust inferences and draw conclusion</li> <li>Ask questions and self-monitor comprehension</li> <li>Adjust rate or strategy</li> </ul> </li> </ul>
	<ul> <li>AFTER</li> <li>Skillfully and insightfully: <ul> <li>Recalls, paraphrases, summarizes, and synthesizes</li> <li>Reflects and interprets</li> <li>Evaluates and responds critically</li> <li>Evaluates craft and techniques</li> <li>Responds personally with support from text</li> <li>Reads again to deepen understanding and pleasure</li> </ul> </li> </ul>	<ul> <li>AFTER</li> <li>Appropriately: <ul> <li>Recalls, paraphrases, summarizes, and synthesizes</li> <li>Reflects and interprets</li> <li>Evaluates and responds critically</li> <li>Evaluates craft and techniques</li> <li>Responds personally with support from text</li> <li>Reads again to deepen understanding and pleasure</li> </ul> </li> </ul>	<ul> <li>AFTER</li> <li>Simplistically attempts to: <ul> <li>Recall, paraphrase, summarize, and synthesize</li> <li>Reflect and interpret</li> <li>Evaluate and respond critically</li> <li>Evaluate craft and techniques</li> <li>Respond personally with support from text</li> <li>Read again to deepen understanding and pleasure</li> </ul> </li> </ul>	<ul> <li>AFTER</li> <li>Ineffective/undeveloped attempts to: <ul> <li>Recall, paraphrase, summarize, and synthesize</li> <li>Reflect and interpret</li> <li>Evaluate and respond critically</li> <li>Evaluate craft and techniques</li> <li>Respond personally with support from text</li> <li>Read again to deepen understanding and pleasure</li> </ul> </li> </ul>

confirm meaning when reading.			explains:
For example:	<ul> <li>Pragmatic</li> <li>Appropriately recognizes and explains the: <ul> <li>Function and purpose of texts</li> <li>Use of language and language register</li> <li>Author's purpose and point of view</li> </ul> </li> <li>Textual Appropriately recognizes and explains how struct</li></ul>	ures and features of texts work to shape understar	nding including:
	<ul> <li>Form/genre</li> <li>Common organizational patterns</li> <li>Artistic devices</li> <li>Elements of texts</li> <li>Text features</li> </ul> Syntactical Appropriately recognizes and comprehends senter <ul> <li>Simple sentences</li> <li>Compound sentences</li> <li>Modified clauses</li> <li>Varied sentences beginnings</li> <li>Capitalization and punctuation</li> </ul>		
	<ul> <li>Word order in a sentence</li> <li>Semantic/Lexical/Morphological</li> <li>Appropriately recognizes and comprehends:         <ul> <li>Words that are appropriate for audience p</li> <li>Connotation</li> <li>Words used figuratively and for imagery</li> <li>Words by using context, prefixes, suffixes,</li> </ul> </li> <li>Graphophonic</li> <li>Appropriately recognizes and explains:         <ul> <li>Word families</li> </ul> </li> </ul>		

nd	Ineffective/undeveloped attempts to
	recognize, comprend and explain: