

SIXTH GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:		
Standard 1:	Reading	
RLA. S.6.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> • identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independent readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.6.1.01	use connotation and denotation to understand meaning.	#17 People Of The Forest p. 82 #76 Tree Cookies p.327 #80 Nothing Succeeds Like Succession p.345
RLA.O.6.1.02	use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.	
RLA.O.6.1.03	use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).	
RLA.O.6.1.04	select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: <ul style="list-style-type: none"> • myth • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales 	#18 Tale of the Sun p. 86 #89 Trees for Many Reasons p.387
RLA.O.6.1.05	use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies: <ul style="list-style-type: none"> • previewing • activating prior knowledge • questioning • skimming • scanning 	#18 Tale of the Sun p. 86

RLA.O.6.1.06	<p>differentiate and apply comprehension strategies in literary and informational texts to</p> <ul style="list-style-type: none"> • use prior knowledge • draw conclusions • interpret meaning • determine cause and effect • judge text critically 	<p>#2 Get in Touch with Trees p. 20 #7 Habitat Pen Pals p. 37 #18 Tale of the Sun p. 86 #76 Tree Cookies p.327 #77 Trees in Trouble p.332 #86 Our Changing World p.375 #89 Trees for Many Reasons p.387 #90 Native Ways p.389</p>
RLA.O.6.1.07	determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose.	
RLA.O.6.1.08	interpret the actions, behaviors and motives of characters in literary texts.	
RLA.O.6.1.09	determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum.	
RLA.O.6.1.10	evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.	<p>#17 People Of The Forest p. 82 #18 Tale of the Sun p. 86 #58 There Ought to be a Law p.249 #78 Signs of Fall p.337 #89 Trees for Many Reasons p.387 #90 Native Ways p.389</p>
RLA.O.6.1.11	identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text.	
RLA.O.6.1.12	characterize and classify various types of poetry.	#5 Poet-Tree p. 31
RLA.O.6.1.13	identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).	#59 Power of Print p. 253
RLA.O.6.1.14	use graphic organizers to create, develop, interpret and organize information (e.g., tables, graphs, diagrams, charts).	#2 Get in Touch with Trees p. 20
RLA.O.6.1.15	increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.	
Standard 2:	Writing	

RLA.S.6.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.6.2.01	use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail.	#7 Habitat Pen Pals p. 37 #9 Planet Diversity p. 45 #11 Can It Be Real? p. 54 #13 We All Need Trees p. 65
RLA.O.6.2.02	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks: <ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry 	#2 Get in Touch with Trees p. 20 #57 Democracy in Action p.245 #86 Our Changing World p.375
RLA.O.6.2.03	from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.	#7 Habitat Pen Pals p. 37
RLA.O.6.2.04	use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).	#49 Tropical Treehouse p.207 #60 Publicize It! p.256 #78 Signs of Fall p.337 #80 Nothing Succeeds Like Succession p.345 #86 Our Changing World p.375
RLA.O.6.2.05	use analogies, illustrations, examples, or anecdotes to enhance written communication.	#2 Get in Touch with Trees p. 20 #5 Poet-Tree p. 31
RLA.O.6.2.06	edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.	#5 Poet-Tree p. 31 #21 Adopt A Tree p. 97

RLA.O.6.2.07	develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.	
RLA.O.6.2.08	demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task.	#7 Habitat Pen Pals p. 37
RLA.O.6.2.09	credit sources of information by citing references using various formats, (e.g., footnotes, bibliography).	
RLA.O.6.2.10	select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids.	#35 Loving It Too Much p. 147
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.6.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
Objectives	Students will	PLT Activity and Page
RLA.O.6.3.01	<p>exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry 	<p>#4 Sounds Around p. 26 #5 Poet-Tree p. 31 #7 Habitat Pen Pals p. 37 #9 Planet Diversity p. 45 #11 Can It Be Real? p. 54 #13 We All Need Trees p. 65 #16 Pass The Plants, Please p. 77 #19 Viewpoints on the Line p. 89 #51 Make Your Own Paper p.224 #53 On the Move p.232 #56 We Can Work It Out p.241 #60 Publicize It! p.256 #77 Trees in Trouble p.332 #78 Signs of Fall p.337 #86 Our Changing World p.375</p>
RLA.O.6.3.02	retell and create original, simple and detailed sequential stories.	#8 The Forest of S.T. Shrew p. 40 #18 Tale of the Sun p. 86

RLA.O.6.3.03	interpret spoken text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program).	#8 The Forest of S.T. Shrew p. 40 #9 Planet Diversity p. 45 #11 Can It Be Real? p. 54
RLA.O.6.3.04	perform a variety of roles in group discussions including active listener and discussion leader.	#2 Get in Touch with Trees p. 20 #5 Poet-Tree p. 31 #7 Habitat Pen Pals p. 37 #9 Planet Diversity p. 45 #11 Can It Be Real? p. 54 #13 We All Need Trees p. 65 #16 Pass The Plants, Please p. 77 #19 Viewpoints on the Line p. 89
RLA.O.6.3.05	create and present an age-appropriate media product that demonstrates format, purpose, and audience.	#4 Sounds Around p. 26 #5 Poet-Tree p. 31 #9 Planet Diversity p. 45 #13 We All Need Trees p. 65 #21 Adopt A Tree p. 97 #56 We Can Work It Out p.241 #60 Publicize It! p.256 #77 Trees in Trouble p.332 #86 Our Changing World p.375