

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Reading Applications</p>	<ol style="list-style-type: none"> 1. Reads fluently a variety of materials at grade level, using appropriate settings such as flexible groups, rereading, paired and other cooperative reading activities 2. Sets purposes for reading and makes predictions by relating new information to prior personal and academic knowledge, previewing and scanning text, using text features such as table of contents, subtitles, margin notes, chapter divisions, glossary, index 3. Applies reading strategies within and across selections, including content areas: <ul style="list-style-type: none"> - monitors own reading by correcting miscues (pronunciation error), rereading, skimming, self-questioning, creating visual images, responding in writing, and summarizing - identifies stated and implied main idea with supporting details - orders events or steps in sequential or chronological order - distinguishes between fact and opinion - perceives relationships (e.g., cause/effect, comparison/contrast, analogies) - draws conclusions and makes generalizations - makes judgments using details and examples from text - varies reading rate according to complexity and purposes 4. Applies reading/critical thinking skills, with emphasis on recognizing propaganda, classifying/categorizing, clarifying information, using evidence from a selection to support opinion 5. Identifies author's purpose and perspective (personal point of view or bias) 6. Relates concepts, themes, and events in reading to language arts, social studies, science, math, and other content area instruction 7. Responds to and interprets materials read in a variety of ways, such as discussion, writing, art, music, drama, multi-media presentations 8. Uses a variety of resource/reference materials and credits original sources 	<p>A. The student will demonstrate comprehension of materials written at sixth grade level through the application of reading strategies by:</p> <ol style="list-style-type: none"> a. Finding and reading at least one reference article on a content area theme or topic being studied b. organizing information using an appropriate format or graphic c. generating a product such as a paper, mural, or model, which synthesizes information from several sources, giving appropriate credit

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	<ol style="list-style-type: none"> 9. Chooses most efficient, credible source for finding information on a given topic (e.g., card catalogue, dictionary, thesaurus, encyclopedia, atlas, newspaper, magazine, literary work, human resource, phone book, table of contents, schedules, periodicals, almanac, index) 10. Interprets graphics such as charts, tables, diagrams, schedules, graphs, maps, labels, and signs; performs functional reading tasks such as reading newspapers, periodicals, and instructions 11. Develops and constructs a framework (e.g., graphic organizer) for organizing information 12. Paraphrases and summarizes content from sources 13. Combines information from different sources to develop a product 14. Uses technology for a variety of tasks such as research and learning 15. Investigates the importance of reading in various careers 16. Uses study skill techniques, such as peer questioning, student-generated questions, previewing, reviewing, skimming and scanning, notetaking, alphabetical order, graphic organizers 17. Uses a variety of effective test-taking strategies, such as practicing for a formal assessment situation using an answer sheet, participating in timed reading activities, and presenting and organizing data to write accurate and complete answers to essay questions 	

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<p>II Vocabulary/Word Study</p>	<ol style="list-style-type: none"> 1. Identifies and understands key vocabulary words and concepts in reading language arts, social studies, science, math, and other content area materials 2. Expands grade-appropriate, active vocabulary daily, using a variety of culturally diverse materials for reading, writing, speaking and listening activities in an interdisciplinary/integrated context 3. Uses context of sentence, paragraph, or passage to understand unfamiliar words and to choose appropriate meanings for words with multiple meanings 4. Identifies and uses analogies 5. Uses structural analysis to construct meaning (e.g., prefixes/suffixes and root words, possessives, plurals, verb tenses, etymologies) 6. Understands and uses synonyms, antonyms, and homonyms 	<p>A. The student will have the choice of demonstrating acquisition of expanded vocabulary by either rewriting a piece written at the beginning of the year in response to a prompt, revising for the following:</p> <ol style="list-style-type: none"> a. vivid, precise verbs b. figurative language (similes/metaphors) c. rich word choice (nouns/modifiers) d. elaboration of details <p style="text-align: center;">or</p> <p>writing an original selection in response to a prompt, incorporating the following:</p> <ol style="list-style-type: none"> a. vivid, precise verbs b. figurative language (similes/metaphors) c. rich word choice (nouns/modifiers) d. elaboration of details