

SIXTH GRADE READING LANGUAGE ARTS MONITORING SHEETS

STANDARD 1 — ORAL LANGUAGE & LISTENING SKILLS

Tri. R/L.6.1 Developing listening skills

- _____ Responding to questions
- _____ Following multi-step directions
- _____ Developing critical listening skills to analyze one's own and other's presentations
- _____ Summarizing oral presentations
- _____ Responding to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
- _____ Discussing the speaker's specific purpose: information, appreciation, entertainment, directions, persuasion
- _____ Identifying speaker's main point and supporting details
- _____ Distinguishing fact from opinion
- _____ Comparing and contrast viewpoints

Tri. R/L.6.2 Speaking effectively

- _____ Practicing choral speaking, reading aloud, presentations and conducting interviews
- _____ Using evidence to present personal opinions
- _____ Paraphrasing each major topic and supporting ideas with accurate details
- _____ Speaking directly to the audience and make eye contact
- _____ Reading a written selection orally with the proper intonation
- _____ Acknowledging others' points of view
- _____ Demonstrating the ability to collaborate with diverse teams
- _____ Understanding and practicing the tools for speaking clearly and correctly
 - _____ Pitch
 - _____ Stress
 - _____ Enunciation
 - _____ Projection
- _____ Practicing introductions
- _____ Utilizing visual aides in presentations
- _____ Utilizing nonverbals
 - _____ Eye contact
 - _____ Posture
 - _____ Tone
 - _____ Gestures
 - _____ Facial expressions
- _____ Using grammatically correct language

STANDARD 2 — READING LITERATURE

Tri. R/L.6.3 The student will read and learn the meaning of unfamiliar words and increase vocabulary

- _____ Using phonetic, structural, and context clues to decode unfamiliar words
- _____ Working towards fluent reading
 - _____ Reading and rereading stories, poems and passages with fluency and expression
 - _____ Self-correcting when necessary
- _____ Developing vocabulary in content areas
- _____ Recognizing multiple meanings of words
- _____ Developing word meanings
- _____ Identifying and using roots
- _____ Identifying and using cognates
- _____ Identifying and using affixes
 - _____ Synonyms
 - _____ Antonyms
 - _____ Homonyms
- _____ Understanding the construction and impact of figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)

- _____ Extending general and cross-curricular vocabulary through speaking, listening, reading and writing
- _____ Using word reference materials (glossary, dictionary, and thesaurus)
- _____ Solving analogies
- _____ Solving syllogisms

Tri. R/L.6.4 Demonstrating comprehension of literature selections in:

- _____ **Fiction**
- _____ **Nonfiction**
- _____ **Poetry**
- _____ **Prose**
- _____ Using prior knowledge to build background
- _____ Identifying the main idea/supporting details
- _____ Summarizing/retelling the passage
- _____ Drawing conclusions
- _____ Predicting outcomes
- _____ Following sequence of events and ideas
- _____ Relating cause to effect
- _____ Identifying the author’s purpose/point of view
- _____ Using knowledge of text structures to make inferences
- _____ Distinguishing fact/opinion
- _____ Supporting opinions
- _____ Identifying problem/solution
- _____ Identifying steps in a process
- _____ Forming generalizations
- _____ Making judgments/decisions
- _____ Recognizing techniques of persuasion and propaganda
- _____ Comparing/contrasting elements of literature
- _____ Discussing what is read
- _____ Writing about what is read
- _____ Adjusting rate of reading according to material, level of difficulty, and purpose for reading
- _____ Analyzing story elements (characters, setting, plot, point of view, mood, conflict and theme) and how they contribute to text meaning
- _____ Identifying characteristics of common literary genre (patterned poetry, narrative verse, short stories, novels, dramas, myths, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary fiction)
- _____ Identifying the use of sensory images (five senses)
- _____ Recognizing bias and symbolism
- _____ Identifying flashback and foreshadowing techniques
- _____ Responding to literature by relating it to real life, making historical and multicultural connections (text to text, text to self, text to world)

STANDARD 3 — WRITING/GRAMMAR

Tri. R/L.6.5 The student will engage in writing on a daily basis and recognize that writing is a repetitive process

- _____ When posed with a question, using stated question as part of the answer
- _____ Employing prewriting strategies (brainstorm, free write, discussion, graphic organizers)
 - _____ Choosing and narrowing topics
 - _____ Identifying purpose and audience
 - _____ Composing a thesis statement
- _____ Selecting writing mode and form
 - _____ Narrative
 - _____ Descriptive
 - _____ Expository
 - _____ Persuasive
 - _____ Research Paper
- _____ Writing a first draft
- _____ Organizing generated information to fit mode or topic

- _____ Evaluating and revising content
 - _____ Organization
 - _____ Topic development
 - _____ Transition
 - _____ Clarity
 - _____ Appropriateness of language, vocabulary
 - _____ Word and sentence variety
 - _____ Appropriateness to purpose and audience
- _____ Revising for corrections
- _____ Reviewing and editing with self and peer
- _____ Publishing: use technology to plan, revise, edit and publish
- _____ Sharing composition with others
- _____ Using appropriate manuscript style (MLA)

Tri. R/L.6.6 The student will apply grammatical rules when writing

- _____ Using and understanding correct sentence structure
 - _____ Simple
 - _____ Declarative
 - _____ Interrogative
 - _____ Imperative
 - _____ Exclamatory
 - _____ Simple subject
 - _____ Simple predicate
 - _____ Direct object
 - _____ Understood subject
 - _____ Inverted order
 - _____ Compound subject
 - _____ Compound predicate
 - _____ Complete subject
 - _____ Complete predicate
 - _____ Subject complement
 - _____ Compound object
 - _____ Independent clause
 - _____ Subordinate clause
 - _____ Compound sentence
 - _____ Coordinate conjunction
 - _____ Compound complement
 - _____ Diagram simple and compound sentences
- _____ Identifying and using pronouns
 - _____ Person, number, gender, possessives, as subject of a sentence, as object of sentence, as direct object, indirect object, compound personal pronouns, as subjective complement, as object of preposition
 - _____ Pronoun-antecedent agreement
 - _____ Interrogative, indefinite, and demonstrative pronouns
 - _____ Subject-verb agreement
- _____ Identifying and using adjectives
 - _____ Descriptive, proper, comparison of, demonstrative article, possessive, and indefinite
 - _____ Interrogative
 - _____ Subject complement
- _____ Identifying and using verbs
 - _____ Action, auxiliary, being, linking, simple tenses and participle parts (present, present participle, past, past participle)
 - _____ Transitive/intransitive
 - _____ Simple, perfect, and progressive tense
 - _____ Subject-verb agreement
- _____ Identifying and using adverbs
 - _____ Time, place, and manner

- _____ Degree, affirmation, and negation
- _____ Identifying and using prepositions
 - _____ Prepositional phrase
 - _____ Adjective phrase and adverb phrase
- _____ Identifying and using conjunctions
 - _____ Coordinate conjunctions
- _____ Identifying and using interjections
- _____ Following the standards of capitalization
 - _____ Capitalizing pronoun *I*
 - _____ First word in a sentence,
 - _____ Proper nouns
 - _____ Days of the week
 - _____ Months of the year
 - _____ Abbreviations of a word beginning with a capital letter
 - _____ Initials
 - _____ Salutation of a letter
 - _____ Closing of a letter
 - _____ Titles of books and poems,
 - _____ First word in a quotation, story titles,
 - _____ Titles of honor and respect when preceding a name,
 - _____ Pronouns relating to God and proper adjectives
- _____ Following standards of punctuation
 - _____ Using a period after declarative/imperative sentences, abbreviations, initials, and in an outline
 - _____ Using a question mark after an interrogative sentence
 - _____ Using an exclamation point after an exclamatory sentence
 - _____ Using a comma in a friendly letter, address, to separate words in a series, in direct quotations, in direct address, after “yes” or “no,” before conjunctions when two simple sentences are joined, to separate clauses connected by conjunctions (and, but, or, nor, so, for and yet) in some compound sentences
 - _____ Using an apostrophe
 - _____ In contractions to show singular/plural possession
 - _____ To show the omission of a letter, letters, or numbers
 - _____ In the plural forms of numbers and letters
 - _____ Using quotation marks
 - _____ Before/after a direct quotation, in divided quotations, to enclose titles of short stories, articles, poems and television episodes
 - _____ Italicizing and underlining (when handwritten) titles of books, magazines, newspapers, movies, and works of art
 - _____ Using a semicolon to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction
 - _____ Using a colon after the salutation in a business letter and before a list or enumeration of items
 - _____ Using a dash to indicate a sudden change of thought
 - _____ Using a hyphen to divide a word at the end of a line whenever one or more syllables are carried to the next line, in compound numbers from twenty-one to ninety-nine, and to separate the parts of some compound words

Tri. R/L.6.7 Using correct spelling

- _____ Spelling words using a multi-sensory approach
- _____ Understanding structural principles and spelling patterns
- _____ Spelling words learned in the content areas correctly
- _____ Spelling high frequency words correctly
- _____ Practicing dictation regularly
- _____ Knowing the etymology of words to enhance spelling skills
- _____ Practicing proofreading skills
- _____ Practicing dictionary skills

Tri. R/L.6.8 The student will write legibly

- _____ Writing with correct form, alignment, and spacing
- _____ Presenting work neatly done in cursive

STANDARD 4 — MEDIA LITERACY

Tri. R/L 6.9 Student will understand elements of media literacy

- _____ Comparing/contrasting various media messages
- _____ Discovering purposes of media literacy and examining how they are constructed
- _____ Identifying authorship, format, audience, content, purpose
- _____ Identifying characteristics and effectiveness of a variety of media message
- _____ Creating and publishing audience specific media messages

STANDARD 5 — RESEARCH

Tri. R/L.6.10 Locating information in reference sources

- _____ Noting format and parts of books
- _____ Using alphabetical sequence to locate information
- _____ Using appropriate reference materials
 - _____ Recognizing reliable internet sources
 - _____ Utilizing library resources
 - _____ Citing primary and secondary sources
- _____ Skimming materials to develop a general overview of content or to locate specific information
- _____ Developing notes that include important concepts, paraphrases, summaries, and identification of information sources
- _____ Crediting reference sources, analyze and evaluate credibility/validity of sources
- _____ Composing list of references (works cited--MLA)
- _____ Using in-text citations
- _____ Developing an understanding of plagiarism and its repercussions

STANDARD 6 — TECHNOLOGY

Tri. R/L 6.11 Using technology to locate, evaluate, and organize information from a variety of sources

- _____ Selecting relevant information (content and images) from appropriate technology resources
- _____ Applying evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement
- _____ Refining search strategies for age-appropriate internet search tools, library catalogs, or electronic databases
- _____ Collecting and organizing information using technology tools (such as word processing software, graphics programs, presentation tools, and spreadsheets)