



Literacy Expectations-Sixth Grade

- **Sixth graders read every day.** Students should write or talk about what they are reading on a daily basis. Books for 6th grade students should include a variety of genres as well as a focus on novels with complex characters, figurative language, and complex plots. The goal for 6th grade students is to secure a habit of monitoring their understanding as they read, as well as breaking up more complex texts as they are reading into smaller segments. Their stamina for independent reading increases to 40 minutes or longer.
- **Sixth graders also write every day.** They write about personal experiences and develop expository pieces that include main ideas that are at least somewhat supported. Students also revise by re-reading to make sure their message makes sense and edit for conventions. Their stamina for independent writing increases to 30 minutes or longer.
- **Reader's and Writer's Workshop:** Each of these workshops lasts approximately one hour. The following format should be used during each workshop.
 - Opening: (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
 - Work Period: (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
 - Closing: (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students often show their work from reader's or writer's notebooks while discussing their understanding and application of the target skill/strategy.
- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Guided Reading:** An instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and who have similar needs. GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.
- **Book Clubs:** An instructional practice designed to get students excited about reading as well as deepen their comprehension. It consists of 4-6 students reading the same text, corresponding texts, texts on the same topic, or by the same author. Students should be practicing strategies, responding to the text, then meeting with their book club group for enriching discussions that will enhance their comprehension.

- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Reader's/Writer's Workshop. During conferences, teachers check on student progress, work to meet students' individual learning needs, and work with students to set learning goals.
- **Browsing Boxes:** The purpose is to provide students with texts in which they can engage in independent reading. These books are chosen by the student and/or teacher, with emphasis on student self-selection. Each student should have texts from various genres.
- **Reading/Writing Workshop Bridge** is a daily routine in which the teacher models academic vocabulary, word study, and reading like a writer while incorporating grammar, handwriting, and phonics/spelling skills.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

Grade	Sixth Grade Literacy Mastery Expectations	
R E A D I N G	<p>Pearson Literacy Benchmark- My View</p> <ul style="list-style-type: none"> • BOY \geq 70% • MOY \geq 80% • EOY \geq 90% <p>Word Recognition</p> <ul style="list-style-type: none"> • read 600+ high frequency words (Fry's/District's) <p>Vocabulary</p> <ul style="list-style-type: none"> • understand and be able to apply the specific academic vocabulary associated with literary and information reading <p>Fluency Level</p> <ul style="list-style-type: none"> • BOY =150+ • MOY =155+ • EOY =162+ 	<p>Word Recognition</p> <ul style="list-style-type: none"> • use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text • decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes <hr/> <p>Comprehension</p> <ul style="list-style-type: none"> • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud • think critically/inferentially about different types of texts • make connections—at different levels of depth and complexity—both within and across texts • understand what makes a thematic or meaningful connection between texts • understand the different between effective text evidence and flawed text evidence
W R I T I N G	<p>Students regularly write one page essays on a variety of topics and genres such as narrative and expository. Grammar skills and conventions are used within sentences. Students effectively transition from one paragraph to another.</p> <ul style="list-style-type: none"> ▪ K-6 language conventions are applied accurately and automatically. ▪ punctuates adverb clauses ▪ consistent, accurate spelling of K-6 sight words, grade level vocabulary, and academic language 	<p>Students write daily. A minimum of 3-5 responses each six weeks grading period are used to monitor and assess students' writing progress. Throughout the year students will demonstrate the following proficiencies:</p> <ol style="list-style-type: none"> 1. Write imaginative stories that include (i) a clearly defined focus, plot, and point of view, (ii) a specific believable setting created through the use of sensory details, (iii) dialogue that develops the story 2. Write poems using: (i) poetic techniques, (ii) figurative language, (iii) graphic elements 3. Write a personal narrative that conveys thoughts and feelings about an experiences 4. Create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs, (ii) guide and inform the reader's understanding of key ideas and evidence, (iii) include specific facts, details and examples in an appropriately organized structure, (iv) use a variety of sentence structures and transitions to link paragraphs. 5. Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions. 6. Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding 7. Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence and consideration of alternatives.

Guide for Reading Workshop: Grades 4-6

Literacy BLOCK	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
WORD WORK	<p style="text-align: center;">10-15 minutes</p> <ul style="list-style-type: none"> ❑ Whole group instruction <ul style="list-style-type: none"> ○ Word work ○ Spelling ○ Vocabulary ○ Greek and Latin Roots 	<p>Word Work: Teacher and students interact and manipulate word parts in order to identify words, increase fluency, and develop comprehension</p>
<p style="text-align: center;">READING CRAFT LESSON</p> <p style="text-align: center;"><i>Whole Group Instruction</i></p> <p style="text-align: center;">I DO</p>	<p style="text-align: center;">10-15 minutes</p> <ul style="list-style-type: none"> ❑ Whole group instruction ❑ Comprehension strategy instruction ❑ Reading <i>To</i> Children <ul style="list-style-type: none"> ○ Read aloud ○ Reading/Writing demonstration ○ Interactive read/write aloud 	<p>Reading Workshop: Whole group craft lesson followed by partner/independent reading and reading conferences.</p> <ul style="list-style-type: none"> ❑ Read To (Read Aloud)/ Read With (Shared Reading): Teacher and/or students read aloud in order to build background, develop vocabulary and literary concepts, and explore expository text structure.
<p style="text-align: center;">GUIDED READING</p> <p style="text-align: center;"><i>Small Group Instruction/ Guided Practice</i></p> <p style="text-align: center;"><i>Independent Practice</i></p> <p style="text-align: center;"><i>Intervention</i></p> <p style="text-align: center;">WE DO/YOU DO</p>	<p style="text-align: center;">30-50 minutes</p> <ul style="list-style-type: none"> ❑ Partner or independent reading, guided reading, and literacy stations ❑ Reading <i>With</i> Children <ul style="list-style-type: none"> ○ Interactive read aloud ○ Shared reading ○ Guided reading ○ Reading Workshop ○ Reading conferences ○ Intervention ❑ Reading <i>By</i> Children <ul style="list-style-type: none"> ○ Guided reading ○ Partner/independent reading ○ Reading Workshop ○ Literature circles ❑ Literacy Stations <ul style="list-style-type: none"> ○ Authentic reading & writing practice ○ Independent work time <p>Intervention</p>	<ul style="list-style-type: none"> ❑ Read With/Read By (Guided Reading): Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts. ❑ Read By (Independent Daily Reading): Students silently read books on independent levels and respond accordingly, depending on teacher directions. ❑ Literacy Stations (to also include Science/Social Studies): Students work independently to practice skills.
<p style="text-align: center;">REFLECTION</p> <p style="text-align: center;"><i>Whole Group</i></p>	<p style="text-align: center;">5-10 minutes (Whole class/individual/conferences)</p>	<p>Reflection: Students reflect on learning by discussing and applying a skill or process, sharing reading/writing selections, or thinking about growth as readers/writers. Whole group discussions, small groups, or independent responses in literacy journals are used.</p>

*For a comprehensive overview of Balanced Literacy, please reference the
GISD K-6 Elementary Literacy Framework Booklet.*

Guide for Writing Workshop: Grades 4-6

Literacy BLOCK	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
<p>WRITING CRAFT LESSON</p> <p><i>Whole Group Instruction</i></p> <p>I Do</p>	<p>10-15 minutes</p> <ul style="list-style-type: none"> ❑ Whole group, partner or independent writing, shared writing, and writing stations ❑ Specific skill or strategy instruction ❑ Writing with children <ul style="list-style-type: none"> ○ Writing aloud ○ Writing demonstration ○ Interactive write aloud 	<p>Writing Workshop: Whole group craft lesson followed by partner/independent writing and writing conferences.</p> <ul style="list-style-type: none"> ❑ Write To (Write Aloud)/ Write With (Shared Writing): Teacher and/or students write aloud in order to build understanding of writing concepts and explore purpose of craft.
<p>INDEPENDENT WRITING</p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Intervention</i></p> <p>We Do/ You Do</p>	<p>30-50 minutes</p> <ul style="list-style-type: none"> ❑ Children Writing <ul style="list-style-type: none"> ○ Interactive write aloud ○ Shared writing ○ Guided writing ○ Writing workshop ○ Writing conferences ○ Intervention ❑ Writing By Children <ul style="list-style-type: none"> ○ Guided writing ○ Partner/independent writing ○ Writing workshop ○ Peer practice and sharing ❑ Writing stations <ul style="list-style-type: none"> ○ Authentic writing practice ○ Independent work time ○ Intervention 	<ul style="list-style-type: none"> ❑ Write With/Write By (Guided Writing): Using teacher-selected text, the teacher works with small, flexible groups of students to develop writing fluency of increasingly difficult tasks. ❑ Write By (Independent Daily Writing): Students write on independent levels and respond accordingly, depending on teacher directions. Students maintain a proofreading consciousness that reflects pride in the quality of their work. ❑ Writing Work Stations: Students write independently to maintain skills.
<p>REFLECTION</p> <p>Whole Group</p>	<p>5-10 minutes</p> <p>(Whole class/individual/conferences)</p>	<p>Reflection: Students reflect on their own learning by discussing how they applied a skill or process, sharing writing selections, or thinking about growth as writers. This may happen in whole group discussions, small groups, or through independent writing tasks.</p>

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