

California
Curricular Standards
Reading - Grade 6
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Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Taught	Tested
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.			
	Word Recognition			
1.1	<ul style="list-style-type: none"> • Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 	Testing Passages		
	Vocabulary and Concept Development			
1.2	<ul style="list-style-type: none"> • Identify and interpret figurative language and words with multiple meanings. 	Appetizers 1 D; 2 B; Main Dish Objectives 1 D (Vocabulary); 2 B (Literary Devices); Novel Dish Series <u>Summer of the Monkeys</u> ; <u>The Giver</u> ; Desserts		
1.3	<ul style="list-style-type: none"> • Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. 	Appetizers 1 C; Main Dish Objective 1 C (Vocabulary); Desserts		
1.4	<ul style="list-style-type: none"> • Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 	Appetizers 1 B, C, & D; Main Dish Objectives 1 B, C, & D (Vocabulary); Novel Dish Series <u>The Giver</u> ; Desserts		
1.5	<ul style="list-style-type: none"> • Understand and explain "shades of meaning" in related words (e.g., softly and quietly). 	Appetizers 1 A; 2 B; Main Dish Objective 1 A (Vocabulary); 2 B (Literary Devices); Desserts		

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2.0	Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.			
Structural Features of Informational Materials				
2.1	• <i>Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</i>			
2.2	• <i>Analyze text that uses the compare-and-contrast organizational pattern.</i>	Appetizers 3 D; Main Dish Objective 3 D (Compare/Contrast); Novel Dish Series <u>Summer of the Monkeys</u>; Desserts		
Comprehension and Analysis of Grade-Level-Appropriate Text				
2.3	• <i>Connect and clarify main ideas by identifying their relationships to other sources and related topics.</i>	Appetizers 1 E, F, & G; Main Dish Objectives 1 E (Facts/Details); 1 F(Stated Main Idea); 1 G (Implied Main Idea); Novel Dish Series <u>Maniac Magee</u>; <u>The Phantom Tollbooth</u>; <u>The Giver</u>; Desserts		
2.4	• <i>Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</i>	Appetizers 1 H; 3 E; Main Dish Objective 1 H (Summarization); 3 E (Graphic Organizers); Desserts		
2.5	• <i>Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</i>	Appetizers 3 C; Main Dish Objective 3 C (Complex Directions); Novel Dish Series <u>The Giver</u>; Desserts		

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Expository Critique				
2.6	<ul style="list-style-type: none"> Determine the adequacy and appropriateness of the evidence for an author's conclusions. 	Appetizers 3 F; 4 E & F; Main Dish Objectives 3 F (Author's Purpose); 4 E (Persuasive Devices); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern Grows;</u> <u>The Phantom Tollbooth;</u> Desserts		
2.7	<ul style="list-style-type: none"> Make reasonable assertions about a text through accurate, supporting citations. 	Appetizers 4 F; Main Dish Objective 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern</u> <u>Grows;</u> Desserts		
2.8	<ul style="list-style-type: none"> Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. 	Appetizers 3 F; 4 A, E, & F; Main Dish Objectives 3 F (Author's Purpose); 4 A (Make Inferences); 4 E (Persuasive Devices); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Where the Red Fern</u> <u>Grows; The Phantom</u> <u>Tollbooth;</u> Desserts		
3.0	Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.			
Structural Features of Literature				
3.1	<ul style="list-style-type: none"> Identify the forms of fiction and describe the major characteristics of each form. 	Library Skills		

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<i>Narrative Analysis of Grade-Level-Appropriate Text</i>				
3.2	<ul style="list-style-type: none"> Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>The Giver</u> ; <u>Hatchet</u> ; <u>Abel's Island</u> ; Desserts		
3.3	<ul style="list-style-type: none"> Analyze the influence of setting on the problem and its resolution. 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>The Giver</u> ; <u>Hatchet</u> ; <u>Abel's Island</u> ; Desserts		
3.4	<ul style="list-style-type: none"> Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 	Appetizers 2 A & B; Main Dish Objectives 2 A (Story Elements); 2 B (Literary Devices); Poetry Selections in Testing Passages; Novel Dish Series <u>Hatchet</u> ; <u>Abel's Island</u> ; <u>The Giver</u> ; Desserts		
3.5	<ul style="list-style-type: none"> Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography). 	Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u> ; <u>The Giver</u> ; <u>Mr. Lincoln's Drummer</u> ; <u>Summer of the Monkeys</u> ; <u>Maniac Magee</u> ;		
3.6	<ul style="list-style-type: none"> Identify and analyze features of themes conveyed through characters, actions, and images. 	Appetizers 2 A; 4 B & F; Main Dish Objectives 2 A (Story Elements); 4 B (Make Generalizations); 4 F (Evaluate/Make Judgments); Novel Dish Series <u>Abel's Island</u> ; <u>Harry Potter & The Sorcerer's Stone</u> ; <u>Where the Red Fern Grows</u> ; <u>Hatchet</u> ; <u>The Giver</u> ; Desserts		
3.7	<ul style="list-style-type: none"> Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts. 	Appetizers 2 B; Main Dish Objective 2 B (Literary Devices); Novel Dish Series <u>Summer of the Monkeys</u> ; Desserts		

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	<i>Literary Criticism</i>			
3.8	<ul style="list-style-type: none"> <i>Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</i> 	Appetizers 2 A; 3 D; 4 D; Main Dish Objectives 2 A (Story Elements); 3 D (Compare/Contrast); 4 D (Fact/Opinion); Novel Dish Series <u>Hatchet</u>; <u>The Giver</u>; <u>Abel's Island</u>; <u>Where the Red Fern Grows</u>; <u>Summer of the Monkeys</u>; <u>Mr. Lincoln's Drummer</u>; Desserts		