



**SOUTH DAKOTA**  
**Reading and Communication Arts Standards Grade 6**  
*Literature: The Reader's Choice Course 1* © 2002

OBJECTIVES	PAGE REFERENCES
<b>Reading Goals and Indicators</b> <b>Sixth Grade Reading</b>	
<b>Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.</b>	
<b>Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.</b>	
<b>6.R.1.1 Students are able to use context to understand words with multiple meanings.</b>	SE: 156 <i>Vocabulary</i> 164, 175, 237, 537, 575, 678 TWE: VS 93, 220, 646, 656
<b>6.R.1.2. Students are able to use direct and implied meaning to understand text. To meet this standard students may:</b>	SE: 62-63, 178-179, 267, 352-353, 444-445, 562-563, 664-665, 769, R77-R78 TWE: RM 197, 325
<ul style="list-style-type: none"> <li>• self-monitor and self-correct to understand text;</li> <li>• use prior knowledge and connections to understand new information;</li> </ul>	SE: 62, 769, R76-R77 <i>Literature Groups</i> 196 <i>Evaluate and Connect</i> 573, 590 TWE: ARS 249, 736 RM 241, 290
<ul style="list-style-type: none"> <li>• identify main idea and supporting details;</li> </ul>	SE: 576, R81-R83 <i>Literary Elements</i> 163 <i>Reading and Thinking</i> 297 TWE: T88 RM 66, 126, 411, 666 LE 582
<ul style="list-style-type: none"> <li>• ask questions before, during, and after reading to comprehend text.</li> </ul>	SE: 62, 178, 352, 444, 562, 664 <i>Question</i> 570 <i>Literature Groups</i> 730 TWE: CT 373, 427 ARS 615

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<b>Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.</b>	
<p><b>6.R.2.1 Students are able to use the text structures and patterns in various literary texts to create meaning.</b></p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>use structural elements of fiction, informational text, drama, and poetry to extend meaning (<b>for example:</b> chronology—beginning, middle, end, flashback; plot structure—exposition, rising action, climax, falling action, resolution; poetry structure—stanzas, rhythm, rhyme, line length; other structures—cause/effect, problem/solution, comparison/contrast, description);</li> </ul>	<p>SE: 85, 282, 560-561, R79-R80, R81-R82 <i>Reading and Thinking</i> 470, 794</p> <p>TWE: RM 222, 258, 329, 385, 503 LE 583</p>
<ul style="list-style-type: none"> <li>describe how meaning is conveyed in poetry through word choice, repetition, and sensory words.</li> </ul>	<p>SE: 176-177, 195, 498 <i>Literary Elements</i> 183, 187, 711 <i>Writing About Literature</i> 328, 499</p> <p>TWE: RJ 178 ARS 325</p>
<p><b>6.R.2.2 Students are able to describe types of figurative language.</b></p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>explain how figurative language clarifies meaning of text (<b>for example:</b> simile, personification, and metaphor).</li> </ul>	<p>SE: <i>Literary Elements</i> 225, 250, 327 <i>Literature Groups</i> 188 <i>Writing About Literature</i> 711</p> <p>TWE: LE 218, 247, 287, 438, 464 AC 610</p>
<b>Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.</b>	
<p><b>6.R.3.1 Students are able to explain how literature can be used to better understand other time periods and events.</b></p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>describe how some ancient cultures used myths and legends to explain natural phenomena (<b>for example:</b> Egyptian, Roman, Greek).</li> </ul>	<p>SE: <i>Literary Elements</i> 338, 611 <i>Writing About Literature</i> 612</p> <p>TWE: LE 607, 608</p>
<b>Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</b>	
<p><b>6.R.4.1 Students are able to use reference sources to retrieve information.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>use both print and electronic search strategies to find information.</li> </ul>	<p>SE: 595, 796, R48, R93-R94 <i>Multimedia Project</i> 407, 493 <i>Learning for Life</i> 28, 115, 782</p> <p>TWE: WM 507</p>
<p><b>6.R.4.2 Students are able to compare and contrast information on one topic contained in several sources.</b></p>	<p>Experience with comparing and contrasting can be gained on the following pages:</p> <p>SE: 155, 244, 347, 440, 543, 660, 712, 785, R83-R84, R91, R93-R94 <i>Critical Viewing</i> 493, 605</p>

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<p><b>6.R.4.3 Students are able to determine the quality of material in informational texts. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>distinguish fact from opinion;</li> </ul>	<p>SE: 61, 481, R61-R62, R84 <i>Reading and Thinking</i> 281 TWE: RM 74, 264, 737 CT 413, 584</p>
<ul style="list-style-type: none"> <li>determine credibility of various sources (<b>for example:</b> <i>National Inquirer</i> vs. <i>USA Today</i>).</li> </ul>	<p>SE: 785, R61-R62, R84-R85, R92 <i>Evaluate and Connect</i> 590 <i>Reading and Thinking</i> 635 TWE: CT 79, 290, 747, 760 RM 74, 264</p>
<p><b>Goals and Indicators Writing Standards Sixth Grade Writing</b></p>	
<p><b>Goal 1: Students will write effectively for different audiences and specific purposes.</b></p>	
<p><b>Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.</b></p>	
<p><b>6.W.1.1 Students are able to create narrative and descriptive texts of more than one paragraph. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>use specific details and examples to convey meaning (<b>for example:</b> show not tell, sensory details);</li> </ul>	<p>SE: 103, 204-207, 680-683, R47 <i>Creative Writing</i> 50, 226, 320, 480 <i>Writing About Literature</i> 124 TWE: WM 21, 47, 70, 617</p>
<ul style="list-style-type: none"> <li>use specific nouns and active verbs.</li> </ul>	<p>SE: 206, 784 <i>Grammar and Language</i> 188, 251, 592 TWE: WM 106, 189, 682, 798, R100, R107</p>
<p><b>6.W.1.2 Students are able to use an organizational pattern that includes an effective introduction, body, and conclusion. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>recognize a variety of ways to introduce a piece of writing (<b>for example:</b> dialogue, unusual fact, question);</li> </ul>	<p>SE: 103, 106, 300, 398, 484, 596, 682, 798, R44, R51-R52</p>
<ul style="list-style-type: none"> <li>recognize ways to effectively conclude a piece of writing (<b>for example:</b> circular ending, thought-provoking ending).</li> </ul>	<p>SE: 484, 596, 682, R46, R51-R52, R96-R98 <i>Rubric for Revising</i> 206, 300, 698</p>
<p><b>6.W.1.3 Students are able to use the appropriate form of writing to address purpose and audience. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>recognize a variety of purposes for writing (<b>for example:</b> journals, poems, reader response, autobiographical writing).</li> </ul>	<p>SE: 105, 205, 245, 299, 397, 483, 595, 681, 797</p>
<p><b>Indicator 2: Students are able to use various strategies and techniques to improve writing quality.</b></p>	
<p><b>6.W.2.1 Students are able to model a range of strategies authors use in narration and description. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>record personal ideas, observations, and experiences (<b>for example:</b> personal writing journal, portfolio);</li> </ul>	<p>SE: 104-107 <i>Personal Writing</i> 37, 74, 174, 339, 394, 499, 527, 612 <i>Journal</i> 330</p>

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<ul style="list-style-type: none"> <li>explore the use of dialogue to tell a story.</li> </ul>	SE: 660, 682 <i>Creative Writing</i> 164, 469 <i>Learning for Life</i> 605 <i>Grammar and Language</i> 678 <i>Revising Tip</i> 682 TWE: WM 142, 261, 528, 584 PO 660
<p><b>6.W.2.2 Students are able to revise writing to improve organization and support of ideas. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>improve ideas/content and organization (<b>for example:</b> add, move, delete ideas; focus on precise moment in time);</li> </ul>	SE: 106, 206, 484, R44-R45 <i>Rubric for Revising</i> 596, 682, 798 TWE: WM 398, R102, R104, R105
<ul style="list-style-type: none"> <li>improve sentence fluency (<b>for example:</b> vary sentence beginnings and length, use simple and compound sentences);</li> </ul>	SE: R45 <i>Grammar and Language</i> 557 TWE: WM 206, R99 GLM 364, 679
<ul style="list-style-type: none"> <li>use expressive, appropriate, precise words to improve voice and clarity (<b>for example:</b> figurative language—similes, idioms, alliteration, hyperbole; writer’s voice);</li> </ul>	SE: 206, 484, 784 <i>Drafting Tip</i> 682 TWE: WM 106, 189, 798, R100, R101, R107
<ul style="list-style-type: none"> <li>use feedback and peer writing groups to improve writing.</li> </ul>	SE: 106, 206, 300, 398, 484, 596, 682, 798, R44 TWE: WM R101
<b>Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.</b>	
<p><b>6.W.3.1 Students are able to apply knowledge of standard language usage. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>use parts of speech correctly (<b>for example:</b> perfect tense verbs);</li> </ul>	SE: 323, 471, R13-R16 <i>Grammar and Language</i> 51, 75, 297, 458, 527, 783 <i>Grammar Hint</i> 399 TWE: GLM 10
<ul style="list-style-type: none"> <li>use subject-verb agreement accurately.</li> </ul>	SE: 189, R12-R13, R27 <i>Proofreading Checklist</i> 207, 399 <i>Grammar Hint</i> 207 <i>Grammar and Language</i> 297 TWE: GLM 588, 790
<p><b>6.W.3.2 Students are able to edit final copies for correctness. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>spell homonyms correctly (<b>for example:</b> their/they’re/there);</li> </ul>	SE: 348, R19-R23 <i>Grammar and Language</i> 794 <i>Vocabulary</i> 125
<ul style="list-style-type: none"> <li>capitalize proper nouns, names, titles, and nationalities appropriately;</li> </ul>	SE: 713, R18, R30-R32 <i>Grammar and Language</i> 75 <i>Grammar Hint</i> 799 TWE: GLM 82
<ul style="list-style-type: none"> <li>punctuate dialogue appropriately;</li> </ul>	SE: R35-R36 <i>Grammar and Language</i> 321, 395, 678 <i>Proofreading Checklist</i> 207 TWE: GLM 98, 162, 245, 317, 392, 524

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<ul style="list-style-type: none"> <li>use end punctuation for proper effect;</li> </ul>	SE: 30, 637, R10, R11, R33 <i>Grammar and Language</i> 367 TWE: GLM 242, 632
<ul style="list-style-type: none"> <li>use available technology to edit (<b>for example:</b> spell check, grammar check, margins, tabs, fonts, spacing).</li> </ul>	SE: 52-53, R54 <i>Technology Tip</i> 399, 485, 798 TWE: TT 206, 682
<b>Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.</b>	
<b>6.W.4.1 Students are able to write to clarify knowledge in a specific subject. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>use writing to paraphrase/summarize what is read/heard (<b>for example:</b> identify topic and main ideas, write an “exit slip” to summarize most important learning or most unclear concept);</li> </ul>	SE: R82-R83 <i>Reading and Thinking</i> 37, 512 <i>Writing About Literature</i> 202, 280, 469 <i>Personal Writing</i> 677 TWE: RM 89, 222, 548, 745
<ul style="list-style-type: none"> <li>use a variety of graphic tools to categorize and organize information (<b>for example:</b> webbing, note-taking, diagramming, Venn diagrams);</li> </ul>	SE: R78-R79, R86-R88 <i>Reading and Thinking</i> 321 <i>Literature Groups</i> 574 TWE: RM 89, 130, 169, 222, 258, 385, 548
<ul style="list-style-type: none"> <li>write to explain ideas, processes, and theories;</li> </ul>	SE: 482-485 <i>Creative Writing</i> 147, 591 <i>Interdisciplinary Activity</i> 339, 612 <i>Learning for Life</i> 263, 439, 634 TWE: MIN 560
<ul style="list-style-type: none"> <li>write to record observations, communicate hypotheses, and analyze information collected (<b>for example:</b> lab reports, scientific experiments).</li> </ul>	SE: 594-597, R49 <i>Activity</i> 165 <i>Personal Writing</i> 196 <i>Interdisciplinary/Math</i> 407 <i>Literature Groups</i> 480 <i>Interdisciplinary Activity</i> 591 <i>Learning for Life</i> 366 TWE: MIN 419
<b>6.W.4.2 Students are able to write texts, supported by references, which focus on key ideas, issues, or situations in a specific discipline. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>select sources that support personal interpretations of information (<b>for example:</b> almanacs, atlases, encyclopedias, CD-ROMs);</li> </ul>	SE: 595, 796, R48, R93-R94 <i>Multimedia Project</i> 407, 493 <i>Learning for Life</i> 28, 115, 782 TWE: WM 507
<ul style="list-style-type: none"> <li>summarize and credit ideas from various sources.</li> </ul>	SE: 595, R48-R50, R96 <i>Drafting Tip</i> 596 TWE: WM 507, R106

OBJECTIVES	PAGE REFERENCES
<b>Listening and Viewing Standards Sixth Grade Listening and Viewing</b>	
<b>Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.</b>	
<b>Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.</b>	
<b>6.L.1.1 Students are able to describe specific strategies for listening and viewing in various situations. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• ask questions to seek clarification of ideas;</li> </ul>	SE: 459, R59 TWE: MIN 104
<ul style="list-style-type: none"> <li>• summarize, respond to, and evaluate group activities;</li> </ul>	SE: 380, R62-R63 TWE: LSM 234, 314, 549 RWC 763
<ul style="list-style-type: none"> <li>• focus on the speaker;</li> </ul>	SE: 380, 459, R59 TWE: LSM 46, 234, 276, 314, 549, 758 MIN 615
<ul style="list-style-type: none"> <li>• distinguish between intentional and unintentional non-verbal communication;</li> </ul>	SE: R59-R60 TWE: LSM 276
<ul style="list-style-type: none"> <li>• describe and clarify the personal feelings evoked by the nonverbal communication of others.</li> </ul>	SE: R59-R60 TWE: LSM 276, 658
<b>Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</b>	
<b>6.L.2.1 Students are able to use specific strategies to retrieve information. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• classify visual/auditory information according to subject or topic;</li> </ul>	Experience in classifying applies to visual/auditory information as well as written materials. SE: 661 <i>Literature Groups</i> 634 <i>Reading and Thinking</i> 321 TWE: T87 RM 497, 670 MIN 796 RWC 509
<ul style="list-style-type: none"> <li>• combine new information with prior knowledge for recall.</li> </ul>	Experience in activating prior knowledge applies to visual/auditory information as well as written materials. SE: R76-R77 TWE: T84
<b>6.L.2.2 Students are able to describe the effect of images, text, and sound in a variety of information sources. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• recognize the reliability and authority of information;</li> </ul>	SE: 513, 785, R61-R62 <i>Critical Viewing</i> 493 TWE: LSM 549, 709 MIN 460 RM 264
<ul style="list-style-type: none"> <li>• distinguish between fact and fiction;</li> </ul>	SE: 513, R61-R62 TWE: RM 264 MIN 460

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>identify false and misleading information;</li> </ul>	SE: 513, 666, 785, R61-R62 <i>Critical Viewing</i> 493 TWE: LSM 709 MIN 460
<ul style="list-style-type: none"> <li>investigate how layout, color, sequence, and/or sound effects influence communication.</li> </ul>	SE: 666 TWE: RM 638 RWC 675 LSM 709
<b>Speaking Standards Sixth Grade Speaking</b>	
<b>Goal 3: Students are able to speak effectively in a variety of formal and informal situations.</b>	
<b>Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.</b>	
<b>6.S.1.1 Students are able to select organizational patterns that narrate and describe based on audience and purpose. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>design presentations that share personal memories;</li> </ul>	SE: 104-107 TWE: MIN 104, 523, 796
<ul style="list-style-type: none"> <li>design presentations to demonstrate skills and activities.</li> </ul>	SE: 482-485 TWE: MIN 482, 774 IDC 559
<b>6.S.1.2. Students are able to organize presentations according to main ideas and supporting details. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>write speeches with an introduction, body, and conclusion.</li> </ul>	SE: 104-107, 298-301, 577, 594-597, R60-R61 <i>Activities</i> 245 TWE: LSM 92, 276, 671
<b>Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.</b>	
<b>6.S.2.1 Students are able to recognize the language and style appropriate to a speaking situation. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>use complete sentences to express thoughts;</li> </ul>	SE: 107, 301, 597
<ul style="list-style-type: none"> <li>explore how descriptive words and phrases improve presentations;</li> </ul>	SE: 106-107 TWE: MIN 104
<ul style="list-style-type: none"> <li>understand that rate, pitch, volume, and tone enhance presentation style.</li> </ul>	SE: 203, 301, 380, 577, R60 <i>Performing</i> 188 TWE: LSM 452 MIN 643
<b>6.S.2.2 Students are able to identify presentation strategies appropriate to audience and purpose. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>use audio/visual aids in presentations.</li> </ul>	SE: 107, 558-559, 597, R60 <i>Learning for Life</i> 237 <i>Multimedia Project</i> 3, 309, 407, 493, 691 TWE: LSM 287

## Codes Used for TWE Pages

AC	Author's Craft
ARS	Active Reading Strategies
CT	Critical Thinking
GLM	Grammar and Language Minilesson
IDC	Interdisciplinary Connection
LE	Literary Elements
LSM	Listening and Speaking Minilesson
MIN	Meeting Individual Needs
PO	Portfolio Options
RJ	Reading Journal
RM	Reading Minilesson
RWC	Real-World Connection
TT	Technology Tip
VS	Vocabulary Skills
WM	Writing Minilesson