

## 6th Grade Reading/Language Arts

In 6th grade we use a reader's and writer's workshop format in our reading/language arts classes. Every day our students spend time:

- \* Studying the work of professional authors
- \* Learning specific reading strategies that help them make sense of what they read
- \* Applying strategies to their own reading
- \* Practicing writing different genres effectively
- \* Collaborating with others using specific cooperative structures that encourage positive communication and social skills

Reading Comprehension Strategies	Types of Writing	Cooperative Structures
<p><b>Visualizing</b> Readers form visual images during reading to better understand remember, and enjoy what they read.</p> <p><b>Questioning</b> Readers ask questions about a text to focus their reading, clarify meaning, and delve deeper.</p> <p><b>Making Inferences</b> Readers use prior knowledge and information in a text to understand what is not explicitly stated, moving from the literal to a deeper understanding.</p>	<p><b>Personal Narrative</b> Students write a true story about something that happened to them.</p> <p><b>Fiction</b> Students use story elements to write a story from their imagination.</p> <p><b>Expository Nonfiction</b> Students research a topic and write about what they have learned.</p> <p><b>Poetry</b> Students write poems of varying types and themes.</p>	<p><b>Turn to Your Partner</b> Students turn to a partner sitting next to them to discuss an issue or question.</p> <p><b>Think, Pair, Share</b> Students think individually about a question or issue and then discuss their thoughts with a partner.</p> <p><b>Heads Together</b> Groups of three or four students discuss a question or issue among themselves.</p>

<p><b>Determining Important Ideas</b> Readers identify information that is essential to know and remember.</p> <p><b>Understanding Text Structure</b> Readers use their knowledge of narrative and expository text structure to improve their comprehension.</p> <p><b>Summarizing</b> Readers identify and bring together the important ideas of a text as a way of understanding what they have read and communicating it to others.</p> <p><b>Synthesizing</b> Readers to visualize question, infer, and summarize to develop new ideas and understandings based on information in a text.</p>	<p><b>Persuasive Nonfiction</b> Students write to persuade others.</p> <p><b>In all types of writing students learn to:</b></p> <ul style="list-style-type: none"> <li>* Use sensory details to help their readers visualize</li> <li>* Organize their writing</li> <li>* Use precise and powerful words</li> <li>* Use punctuation and capitalization to make their writing easy and interesting to read.</li> <li>* Revise and edit</li> </ul>	<p><b>Think, Pair, Write</b> Students think for a few minutes individually before talking with a partner. They then write their ideas down.</p> <p>In all four cooperative structures the students are expected to :</p> <ul style="list-style-type: none"> <li>* Make eye contact</li> <li>* Take turns talking</li> <li>* Listen</li> <li>* Provide rationale for agreeing or disagreeing</li> </ul>
---	--	--