

Reading Assessment in Grade Six

Category	Reading Benchmark	What it Looks Like	How it Can be Monitored
<p>Personal Perceptions, Attitudes, and Interests</p>	<p>Adjusts and explains personal understanding of concepts by integrating others' opinions and ideas</p>	<p>- discusses concepts from texts as well as connections to own life; explains own feelings or opinions on topics (animal rights, protecting the environment, racism, equality, peace, human rights, violence, bullying, etc.); listens to the ideas and opinions of others and integrates particular aspects into own understanding ("I always thought bullies were just mean, bad people. Since we've been reading <i>Crash</i> and talking about bullying in our lit circle, I'm starting to think that some bullies are that way because they don't know how to be friends like normal people. Maybe they need help learning how to do that."; "I always felt sorry for people with disabilities, like Phillip in <i>The Cay</i>, but Sam keeps saying that lots of people who are blind or whatever don't want that. They want to be treated like regular people. I guess people want to be given a chance to show what they can do, not what they can't.")</p>	<p>- reading responses, literature circle or small group discussions, conferencing</p>
	<p>Uses evidence to support revisions of previous understandings</p>	<p>- makes predictions and draws conclusions based on evidence in text; returns to text to validate those predictions and conclusions; rereads to revise predictions and conclusions if they are not supported by further reading ("At the beginning of the book I thought Charlotte was just being spoiled, but looking at the things she did, like joining with the crew, now I think she's standing up for her rights as a person.")</p>	<p>- reading responses, literature circle or small group discussions, conferencing</p>
	<p>Reflects upon personal perspective of cultural representations</p>	<p>- can consider that some cultural representations in text may not be consistent with own ideas, and that own ideas about different cultures may not always be accurate ("I can't believe the way they keep talking about "Indians" in <i>Bearstone</i>. Doesn't the author know we use Dene?"; Why do the people in Afghanistan listen to the Taliban? They shouldn't be able to put all those rules on women. I wouldn't agree to have to stay in the house all the time unless my brother went out with me."; "I don't think people still live the way they do in <i>Call it Courage</i>. I think most people in the world live like we do.")</p>	<p>- reading responses, journal entries, literature circle and small group discussions, conferencing</p>
	<p>Chooses appropriate reading material; can identify text that can be read independently</p>	<p>- selects text that can be read independently with good comprehension</p>	<p>- reading logs, running records</p>
	<p>Discusses the strengths and limits of various forms and genres</p>	<p>- can identify strengths and limitations of various forms and genres and discuss how certain forms and genres are better suited to certain purposes ("Poetry always packs so much meaning into such</p>	<p>- conferencing, literature circle and small group discussions</p>

		<p>a small number of words. It's like every word has to be absolutely perfect."; "I like short stories cause they're quick to read, but sometimes I wish I could get to know the characters better. It's like I'm just getting into it and it's over."; There was lots of stuff I didn't know about Afghanistan and the Taliban in <i>The Breadwinner</i>, but because it's like a novel, I don't know how much to believe. I should find some magazine articles or something to check it out.")</p>	
Comprehension	<p>Extends questions and answers to clarify others' understandings</p> <p>Uses others' ideas, perspectives, and responses as well as those in text to develop personal thinking and understanding</p> <p>Uses and chooses from a variety of comprehension strategies to construct and confirm meaning; seeks to deepen understanding of text through the use of strategies</p>	<p>- asks questions to deepen understanding of others' ideas and opinions and explains own answers more fully, when asked ("So what you're saying is that it's okay for Mullins to put alligators in the porta-potty on the job site, even if someone gets hurt, because it's for a good cause? So it's okay to hurt someone if you're doing it for a good reason?"; "I think Jonas has to keep the memories he gets from The Giver a secret, because if he tells, he'll mess up everyone else. No one else knows right now, but if they did, they'd end up going back to the way things used to be. And that's why they changed everything – because they hated the way it was")</p> <p>- uses the understandings developed during discussions as well as ideas and opinions from text to enhance own thinking and understanding of topics ("I think it's really important to know who you are and where you come from. Look at Bud, in <i>Bud, Not Buddy</i>. He had to find out who his father was in spite of everything. I think we all need to know who we are, and if we don't, then we're in trouble."; "I think that even though we're kids, we have to take a stand for things that affect our future. Look at Roy and Mullins in <i>Hoot</i>. They were just kids but they found ways to make people listen to them about the owl habitat.")</p> <p>- uses different comprehension strategies depending on the content and purpose for reading. May use sticky or margin notes to record questions and connections, sketches to capture visualizations, graphic organizers to record main ideas and supporting details, jot notes for predictions, inferences, and conclusions, or discussion to arrive at synthesis of ideas; understandings that the purpose for using different strategies is to deepen understanding and consolidate ideas. ("I couldn't figure out how these two samples in the science text were different until I listed their properties on a T-chart. Now I see why they got different results, because this one has a smoother surface."; "I couldn't figure out why there always seemed to be something funny about Scipio, and then I realized that he never stayed in the theatre or ate with them. I went back and reread those parts, and finally I decided he must have a "real" home someplace else. There are too many little things that don't fit</p>	<p>- reading responses, literature circle or small group discussions, conferencing</p> <p>- reading responses, literature circle or small group discussions, conferencing</p> <p>- reading responses, artifacts from reading ("tracks of thinking", journals), literature circle or small group discussions, conferencing</p>

		together for him to be who he says he is.”)	
Processing Words and Other Text Features	Identifies text elements (margin notes, side bars...) and techniques used to emphasize text and uses them to construct and confirm meaning Skims and scans to gather information	- knows that further or more in-depth information can be learned from sidebars or margin or footnotes in both fiction and non-fiction text. Refers to sidebars and notes to deepen understanding of text (“It gives a website here in the sidebar where we can get more information about land claims. We should check it out and see if it will help us with our timeline.”; “If you look at the bottom, it tells you what a sculpin is.”) - is able to skim and scan for key words in paragraphs, then slow down and read those sections in more detail; can locate key passages to refer to in discussion (“I’m just looking to see if there’s anything about the Mackenzie Valley pipeline in this section on oil pipelines.”; “There was a part in this chapter where Scipio was describing his theft... just let me see if I can find it, and I’ll show you what I mean.”; “Just skim through here and see if you see anything about environmentalists and whaling. Mark the pages with sticky notes and we’ll come back to them.”)	- reading responses, research projects, conferencing, anecdotal observations - anecdotal observations
Fluency	Reads grade appropriate new text with fluency (120 – 160 words correct per minute)	- reads grade six level text with appropriate rate, intonation, inflection, pauses, and expression.	- running records, anecdotal observations
Metacognition and Reading Strategies	Assesses reading skills, strategies, and behaviours and revises personal goals Sets criteria to assess skills, strategies, and behaviour, as well as goals Compares how groups of people	- can identify strengths and areas for improvement in reading and set and revise goals as needed (“I’ve been trying to slow down when I read to make sure I’m getting all the ideas and information – sometimes when I read I suddenly think ‘where did that come from?’ and I have to go back. And when we meet in book club, sometimes I notice I’ve missed important details because I was reading too fast.”; “I think I need to stop worrying about figuring out every word, especially names. I don’t think it really matters how I say the name, if I’m just reading to myself. It slows my reading down if I have to stop all the time.”) - participates in developing criteria for assessment (checklists, rubrics, etc.) for particular skills, strategies, and behaviours, including own reading goals (“If we want to finish this book this week, we need to be reading two chapters a night at home.”; “If you really understand how the character feels, you should be able to describe the feelings as well as give examples from the book that support that.”; “You should be able to use precise words to describe the character, not words like ‘awesome’ or ‘cool’, or ‘jerk’.”; “To reach my goal of reading more non-fiction, I’ve decided to read one non-fiction book for every novel I read.”) - looks at different portrayals of groups of people (ethnic groups,	- reflection journals, conferencing - class and small group discussions, conferencing - class and small group discussions,

	<p>are portrayed in texts and identifies bias and stereotyping</p> <p>Talks about relationship between form/genre and audience/purpose</p> <p>Explains how effective an author's choice of words, techniques, or elements are in clarifying or enhancing meaning</p> <p>Explains which techniques of style the author used effectively to express his/her voice</p> <p>Uses and chooses from a variety of comprehension strategies to construct and confirm meaning; seeks to deepen understanding of text through the use of strategies</p>	<p>women, the elderly, children, the disabled) and compares them between books and also to own schema ("Look at the way black people were treated in both <i>Bud, Not Buddy</i> and <i>Maniac Magee</i>. It's not right to judge someone by their skin colour."; "Everyone thought Charlotte Doyle should just be content to do 'girl things'. There are still some people who think that way."; "Have you noticed how there are more male adventure heroes in books, than girls? And even when there is a girl, like Lena in <i>City of Embers</i>, she has to have a male partner?")</p> <p>- understands that some forms and genres are better suited for communicating certain ideas or information ("I want some quick facts on Afghanistan, so I'm going to do a web search."; "I want to really learn about what it's like to be a pro hockey player, so I'm going to read this biography of Wayne Gretzky."; "If you want lots of action, read some good fantasy, like <i>A Wrinkle in Time</i>, or <i>Inkheart</i>, or <i>Dragonwings</i>.")</p> <p>- can explain how the author crafted the text to clarify or enhance meaning, giving examples from the text ("The way Natalie Babbitt sets up the meeting with Jesse and Winnie, you just know he's going to have to do something to keep her from drinking the water."; "The way Bud talks is so funny, but it gives you such a clear picture of him."; "I love the way Norton Juster uses all those puns in <i>The Phantom Tollbooth</i> – especially in naming people and places.")</p> <p>- can describe style techniques that are particular to certain authors ("Cornelia Funke always has lots of good description of people and places in her books."; "When I read poems by Sharon Creech, it sounds like real kids."; "I love the way Jeff Smith draws the characters in <i>Bone</i>. They have great expressions!")</p> <p>- is able to identify which strategies are most effective for what texts and what purposes ("I use strategies for determining importance when I read for information, like selective highlighting or power thinking notes"; "When I read really good stories I like to make a movie in my head to help me keep track of what's happening.")</p>	<p>reading response</p> <p>- anecdotal observations, conferencing</p> <p>- reading responses, literature circle or small group discussions, conferencing</p> <p>- reading responses, conferencing</p> <p>- reading responses, conferencing, literature circle discussions</p>
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