Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sixth Grade Reading OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

| **OAS****Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** |
| --- | --- | --- |
| **1** | **2** | **3** | **4** |
| 6.2.R.1 | Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. |  |  |  |  |
| 6.2.R.2 | Students will analyze details in literary and nonfiction/informational texts todistinguish genres. |  |  |  |  |
| 6.2.R.3 | Students will paraphrase main ideas with supporting details in a text. |  |  |  |  |
| 6.3.R.1 | Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts. |  |  |  |  |
| 6.3.R.2 | Students will evaluate how the point of view and perspective affect grade-levelliterary and/or informational text. |  |  |  |  |
| 6.3.R.3 | Students will analyze how key literary elements contribute to the meaning ofthe literary work: setting, plot, characters (i.e., protagonist, antagonist), characterization, theme, conflict (i.e., internal and external). |  |  |  |  |
| 6.3.R.4 | Students will evaluate literary devices to support interpretations of literary texts: simile, metaphor, personification, onomatopoeia, hyperbole, imagery, symbolism, tone. |  |  |  |  |
| 6.3.R.5 | Students will categorize facts included in an argument as for or against an issue. |  |  |  |  |
| 6.3.R.6 | Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences abouttexts and use textual evidence to support understanding. |  |  |  |  |
| 6.3.R.7 | Students will analyze texts and ideas within and between texts and providetextual evidence to support their inferences. |  |  |  |  |
| 6.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-levelvocabulary to infer meaning of grade-level text. |  |  |  |  |
| 6.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define anddetermine the meaning of increasingly complex words. |  |  |  |  |
| 6.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |  |  |  |  |
| 6.4.R.4 | Students will infer the relationships among words with multiple meanings, includingsynonyms, antonyms, analogies, and more complex homographs and homonyms. |  |  |  |  |
| 6.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, andparts of speech of words. |  |  |  |  |
| 6.5.R.1 | Students will recognize simple and compound sentences to signaldiffering relationships among ideas. |  |  |  |  |
| 6.5.R.2 | Students will recognize verb tense to signify various times, sequences, states, and conditions in text. |  |  |  |  |
| 6.5.R.3 | Students will recognize the subject and verb agreement. |  |  |  |  |
| 6.6.R.1 | Students will use their own viable research questions to find information about aspecific topic. |  |  |  |  |
| 6.6.R.2 | Students will record and organize information from various primary and secondary sources (e.g., print and digital). |  |  |  |  |
| 6.6.R.3 | Students will determine the relevance, reliability, and validity of the informationgathered. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.