

Reading Content Standard Assessed by PAWS

Grade 6

PAWS Reading Assessment Content Coverage

Reading Standard: Students use the reading process to demonstrate understanding of literary and informational texts.	Benchmark	Narrative Skills			Functional Skills		Expository Skills	
		Story Elements	Plot	Theme	Relevance/Importance	Select & Apply	Major Points	Information Relationship
	I. Reading Process	✓	✓	✓	✓	✓	✓	✓
	A	✓	✓	✓	✓	✓	✓	✓
	B	✓	✓	✓	✓	✓	✓	✓
	C				✓	✓	✓	✓
	D	✓	✓	✓				
	II. Literary Text	✓	✓	✓				
	A	✓	✓					
	B	✓	✓	✓				
	C	✓						
	D*							
	III. Informational Text				✓	✓	✓	✓
	A				✓	✓		
	B				✓	✓		
	C				✓	✓	✓	✓
	D				✓	✓	✓	✓

Grade 6 Reading Standards and Benchmarks described on the following page.

*Reading benchmark II.D is not assessed.

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Wyoming Reading – Grade 6

- I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
 - A. Students use word origins and derivations to develop vocabulary.
 - B. Students understand grade-level-appropriate technical and subject-specific vocabulary.
 - C. Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
 - D. Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.
- II. Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.
 - A. Students identify connections between dialogue, events, and conflict.
 - B. Students make connections within and among texts and themselves.
 - C. Students identify similes and metaphors.
 - D. Students compare a variety of literary genres.*
- III. Students demonstrate understanding of informational texts.
 - A. Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.
 - B. Students analyze technical data in charts or graphs.
 - C. Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.
 - D. Students read nonfiction texts such as biographies, interviews, and informational texts.