

***GRADE 6 ENGLISH
LANGUAGE ARTS (ELA)
GLEs
Color Coded***

GLE content to be taught and *tested* in Grade 6 ELA in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
ELA.6.1	Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> • using context clues (e.g., definition, restatement, example, contrast) • using structural analysis (e.g., roots, affixes) • determining word origins (etymology) • using knowledge of idioms • explaining word analogies 	RL.6.4 RI.6.4 L.6.4 L.6.5
ELA.6.2	Identify common abbreviations, symbols, acronyms, and multiple-meaning words	L.6.4
ELA.6.3	Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes	L.6.4 L.6.6 RI.6.4
ELA.6.4	Identify and explain story elements, including: <ul style="list-style-type: none"> • theme development • character development • relationship of word choice and mood • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) 	RL.6.2 RL.6.3
ELA.6.5	Identify and explain literary and sound devices, including: <ul style="list-style-type: none"> • foreshadowing • flashback • imagery • onomatopoeia 	L.6.5
ELA.6.9	Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres	RL.6.9
ELA.6.11	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and supporting details • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices 	RL.6.1 RI.6.1 RI.6.2 RL.6.2
ELA.6.14	Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs)	RI.6.6
ELA.6.15	Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts	RI.6.6

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ELA.6.17	Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • an established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas 	W.6.4 W.6.2 W.6.1
ELA.6.19	Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure 	L.6.3 W.6.4
ELA.6.20	Develop grade-appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer, teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics) • proofreading/editing • publishing using technology 	W.6.5 W.6.6
ELA.6.21	Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition	W.6.2 W.6.1 W.6.3
ELA.6.22	Use the various modes to write compositions, including: <ul style="list-style-type: none"> • comparison/contrast • essays based on a stated opinion 	W.6.1
ELA.6.23	Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery	W.6.3
ELA.6.24	Write for various purposes, including: <ul style="list-style-type: none"> • business letters that include a heading, inside address, salutation, body, and signature • evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons • text-supported interpretations of elements of novels, stories, poems, and plays 	W.6.9
ELA.6.25	Use standard English punctuation, including: <ul style="list-style-type: none"> • hyphens to separate syllables of words and compound adjectives • commas and coordinating conjunctions to separate independent clauses in compound sentences • colons after salutation in business letters 	L.6.2
ELA.6.26	Capitalize names of companies, buildings, monuments, and geographical names	L.6.2

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ELA.6.27	Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • possessive forms of singular and plural nouns and pronouns • regular and irregular verb tenses • homophones 	L.6.1
ELA.6.28	Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • prepositional phrases • interjections for emphasis • conjunctions and transitions to connect ideas 	L.6.1
ELA.6.29	Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly	L.6.2
ELA.6.41	Locate and select information using organizational features of grade-appropriate resources, including: <ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) 	ELA.6.41
ELA.6.42	Locate and integrate information from grade-appropriate resources, including: <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) 	RI.6.7 W.6.8 SL.6.2
ELA.6.43	Identify sources as primary and secondary to determine credibility of information	W.6.8
ELA.6.44	Locate, gather, and select information using data-gathering strategies, including: <ul style="list-style-type: none"> • surveying • interviewing • paraphrasing 	W.6.8
ELA.6.45	Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • bibliographies 	W.6.7
ELA.6.46	Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters	W.6.6
ELA.6.47	Give credit for borrowed information following acceptable-use policy, including: <ul style="list-style-type: none"> • integrating quotations and citations • using endnotes • creating bibliographies and/or works cited lists 	W.6.8
ELA.6.48	Interpret information from a variety of graphic organizers , including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources	RI.6.7

GLEs, CCSS, extended CCSS content (highlighted) to be taught but *not tested* in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text	
ELA.6.31	Adjust diction and enunciation to suit the purpose for speaking	
ELA.6.32	Use standard English grammar, diction, syntax, and pronunciation when speaking	
ELA.6.35	Adjust volume and inflection to suit the audience and purpose of presentations	
ELA.6.36	Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion	
ELA.6.39	Evaluate media for various purposes, including: <ul style="list-style-type: none"> • text structure • images/sensory details • support for main position • background information • opinions vs. facts • sequence of ideas and organization 	
ELA.6.40	Participate in group and panel discussions, including: <ul style="list-style-type: none"> • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) 	
CCSS #	Common Core State Standard Text	Year to be Implemented
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	2012-13
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	2012-13
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	2012-13
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2012-13
RL.6.1 RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2012-13
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	2012-13
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	2012-13

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RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2012-13
W.6.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style.¹ 	2012-13
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	2012-13
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 6 Reading standards</i> to literature. b. Apply <i>grade 6 Reading standards</i> to literary nonfiction. 	2012-13
L.6.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> c. Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	2013-14
L.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	2013-14
L.6.6	Acquire and use accurately <i>grade-appropriate general academic</i> and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	2013-14
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	2013-14
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	2013-14
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.	2013-14
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	2013-14

¹ The highlighted CCSS match GLEs, but the highlighted CCSS content goes beyond the GLEs and will be added to the curriculum in the year shown.

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RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	2013-14
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	2013-14
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	2013-14
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. 	2013-14
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.	2013-14
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	2013-14

Asterisk * - Content to be taught during the transition years to prevent gaps in curriculum, but will not be tested until 2014-2015.

Reading and Responding – 33%

Standard 1: Read, Comprehend and Respond – 21% (GLEs 1,2, 3, 4, 5)

Standard 6: Read, Analyze, Respond to Literature – 0% (GLE 9)

Standard 7: Apply Reasoning and Problem Solving Skills – 12% (GLEs 11, 14, 15)

Standard 2: Write Competently – 13% (GLEs 17, 19, 20, 21, 22, 23, 24)

Standard 3: Use Conventions of Language – 47% (GLEs 25, 26, 27, 28, 29)

Standard 5: Locate, Select, Synthesize Information – 8% (GLE 41, 42, 43, 44, 45, 46, 47, 48)

NOT CURRENTLY ASSESSED