

Enfield Public Schools
Language Arts– Grade 6

REVIEW PREVIOUS GRADE LEVEL LEARNER OUTCOMES AND SAMPLE INDICATORS/ASSESSMENTS

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS
The student will know how to:	The student will be able to:
<p><u>Reading Vocabulary</u></p> <ol style="list-style-type: none"> 1. Use phonetic, structural, syntactical and contextual clues to read and understand words. 2. Recognize and use grade appropriate vocabulary. 	<ul style="list-style-type: none"> • Use word origins to determine the meaning of unknown words. • Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words, (e.g., <i>process</i>, <i>procession</i>). • Define and use vocabulary critical to the meaning on content-area texts and use that knowledge to interpret the texts. • Recognize multiple meanings of words. • Identify and use compound words, contractions, possessives, synonyms, antonyms, homophones, and homographs. • Use analogies. • Develop a high-frequency word vocabulary list from literary and content area texts.
<p><u>Reading Strategies</u></p> <ol style="list-style-type: none"> 3. Use metacognitive strategies before, during and after reading in order to construct meaning and enhance responses. 	<p><u>Before:</u></p> <ul style="list-style-type: none"> • Use pre-reading activities to activate prior knowledge and establish purpose (e.g., <i>Direct Reading/Thinking Activity</i>, <i>KWL chart</i>, <i>Anticipation Guide</i>, <i>response notebooks</i>). • Examine the text before reading and make predictions. <p><u>During:</u></p> <ul style="list-style-type: none"> • Evaluate predictions and adjust as necessary. • Select appropriate strategies for

	<p>different reading purposes ,(e.g., <i>skim/skan for big ideas, close reading for details, inferring information from graphs, charts, maps, and science and mathematical data</i>).</p> <ul style="list-style-type: none"> • Use cueing system and context clues to determine meanings of words. • Make and support judgments about text. • Reread to clarify. <p><u>After:</u></p> <ul style="list-style-type: none"> • Identify the type of conflict in a text and recognize how it affects the characters' actions. • Identify the point of view used (<i>first, second, third, or omniscient</i>) and interpret how point of view influences the text, (e.g., <i>how would a story change if the point of view changed</i>). • Explain the influence of setting (<i>historical context</i>) on mood, character, and plot. • Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words. • Describe how major and minor characters change over time.
<p>Comprehension</p> <p>4. Construct meaning from a variety of text using comprehension strands.</p> <p>Forming a General Understanding (CMT Strand A) The reader will demonstrate understanding of the text's general content.</p>	<ul style="list-style-type: none"> • Determine the main idea or theme (<i>non-fiction/fiction</i>), both literal and/or inferred, using evidence from the text. • Explain why the author and/or illustrator chose this title and determine additional titles. • Retell the main events and identify characters, settings, problems (<i>conflicts</i>), solutions (<i>resolutions</i>) and details. • Identify details from text that support main idea or topic. • Select and use relevant information from the text in order to summarize

**Developing an Interpretation
(CMT Strand B)**

The reader will interpret and/or explain the text.

events and/or ideas in the text (*fiction/nonfiction and poetry*).

- Identify an appropriate summary of a fiction or nonfiction text.
 - Identify or infer important characters, settings, problems, events, relationships and details.
 - Predict and confirm outcomes prior to reading and throughout the text.
 - Generate and respond to questions before, during and after reading (*QAR-Question Answer Relationships*).
 - Label questions
 - “right there” (*literal*)
 - “think and search” (*inferential*)
 - “author and you” (*critical/interpretive*)
 - “on my own” (*critical/interpretive*)
 - Apply context clues in completing cloze or DRP activities.
 - Use context clues to determine meanings of unknown or multiple meaning words.
-
- Use graphic organizers BME, KWL with emphasis on Venn Diagram, Herringbone, Bubble Organizer (*expository*), “Somebody Wanted But So”, Cause/Effect T-chart, problem/solution in a story map.
 - Draw conclusions about author’s purpose for including or omitting details in text.
 - Use evidence from the text to draw and/or support a conclusion.
 - Make reasonable inferences from explicit and/or implicit information.
 - Determine the difference between fact and opinion.
 - Explain the use of foreshadowing and parallel plots to convey meaning.
 - Explain the use of flashbacks to convey meaning.
 - Explain various subgenres of fiction based on their characteristics, (e.g., *science fiction, fantasy, myths, legends*).
 - Explain how characters deal with diversity, (e.g., *culture, ethnicity, and conflicts of human experience, relating these to real life situations*).
 - Interpret cause-and-effect relationships , (e.g., *how the time period of a novel determine a characters’ behavior*).
 - Recognize the author’s

**Making Reader/Text Connections
(CMT Strand C)**

The reader will connect or associate the text with one's own life.

**Examining the Content and Structure
(CMT Strand D)**

The reader will elaborate on the text and make judgments about the text's quality and themes.

message/theme.

- Connect through discussion the text and outside experiences and/or prior knowledge.
 - Explain how information in a text could be applied to understand a similar situation or concept in another text.
 - Make text to self connections.
 - Make text to text connections.
 - Make text to world connections.
 - Connect to the text by writing a personal response.
-
- Analyze and evaluate the author's craft with a focus on textural elements: setting, characterization, conflict, resolution.
 - Analyze and evaluate the author's craft with focus on literary devices: humor, imagery, and use of interesting words (*word choice*), personification, simile, onomatopoeia, point of view, metaphor, style, flashback, tone, irony/satire (*narratives only*) and bias.
 - Select and/or use relevant information within a text to extend or evaluate the work(s).
 - Recognize and identify an author's or character's customs and beliefs included in the text.
 - Explain the impact of literary devices on meaning, (e.g., *flashback, tone, bias, dialect, irony/satire, and use of fragments*).
 - Evaluate the author's use of various techniques to influence readers' perspectives, (e.g., *appeal of characters in graphic novels and picture books, logic and credibility of plots and settings, use of figurative language*).
 - Understand how social, cultural and historical contexts contribute to an author's perspective.
 - Create literal and inferential questions based on text to extend meaning.
 - Decide if the author's ideas are based on fact/fiction.
 - Evaluate the credibility, accuracy and bias of informational text, including

	Internet sites, electronic recordings, visuals and other technology resources.
<p>Fluency</p> <p>5. Develop reading fluency (<i>ability to read a text accurately, quickly and with expression</i>).</p>	<ul style="list-style-type: none"> • Reread independent level text orally (<i>choral reading, poetry, Reader's Theater, plays</i>) with accuracy, expression, appropriate phrasing and pacing. • Read with increasing fluency and with expression. • Adjust reading rate to match text complexity, type of text, and purpose for reading, (<i>e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas</i>).
<p>Reading/Reflection/Behaviors</p> <p>6. Demonstrate appropriate reflections and behaviors.</p>	<ul style="list-style-type: none"> • Choose a variety of genres to read, hear, view and write for personal enjoyment. • Recommend books to others and explain the reason for the recommendation. • Set and monitor reading goals making adjustments and corrections as needed. • Identify and explain the authors' purpose for writing a particular text.
<p>Writing</p> <p>Writing Process:</p> <p>7. Generate a written piece of work.</p> <p>Write in logically organized progression of unified paragraphs. Use a variety of transition words and phrases to make connections between and within paragraphs. Adjust voice to suit audience.</p>	<ul style="list-style-type: none"> • Plan: Gather information, using an organizer, from a range of resources to analyze, synthesis, and/or evaluate information to plan writing. • Draft: Reread text and continue to draft over time. • Revise: Seek and consider feedback from adults and peers to revise text for content, organization, and tone. • Edit: Use multiple resources for proofreading and editing. • Publish/Present: Publish and present final products using a range or

the dog, was fun.)

- Use commas to set off direct address, (*e.g., Mom, may I go to the movies?*).
- Use apostrophe to show quotation within a quotation in dialogue, (*e.g., “Mom said, ‘Clean your room’ ”*).
- Use a semicolon between two independent clauses connected by a conjunctive adverb, (*e.g., I studied late into the night; consequently, I passed the test.*).
- Show agreement of pronoun and its referent, (*e.g., A person needs his or her own space.*).
- Maintain consistent person.
- Use parallel construction when listing verbs particularly in informational and technical writing. Parallel: *A scientist observes, hypothesizes, and analyzes.* Not parallel: *A scientist observes, hypothesized, and analyzed.*
- Use paragraph conventions.
- Provide detailed labeling, captions, headings and subheadings when appropriate.
- Cite sources according to prescribed format.
- Use spelling rules and patterns from previous grades. Use multiple strategies to spell.

Examples:

- Visual Patterns
 - Homophones
 - Affixes
 - Roots
- Use resources to find correct spelling for words identified as misspelled, (*e.g., electronic spellers, dictionaries, and personal dictionaries*).
- Use verb tense past, present, future, correctly and with consistency within the written piece.
- Recognize subject/verb agreement with singular and plural subject.
- Use comparative and superlative forms correctly (*e.g., small, smaller, smallest*).

Listening/Speaking/Viewing

10. Use oral language with clarity, voice and fluency to communicate a message.

- Speak in complete sentences using standard English.
- Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches, and performances.
- Acknowledge and respect the opinions of others.
- Express and support an opinion on a topic.
- Use effective communication skills: eye contact, turn taking, topic maintenance, tone, intonation, focus.
- Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews with others.
- Make oral presentations that show appropriate consideration of audience, purpose, and information to be conveyed.
- Analyze how dialects are reflected in slang, jargon, and language styles of different groups and individuals.
- Relate the speaker's verbal tone, word choice, pitch, and non-verbal cue to convey meaning.

11. Listen to, read and follow directions.

- Retell directions and complete and/or perform a task.

12. Use audio/video and mass media to increase subject knowledge and influence speaking and writing.

- Use technological resources to enhance reading and writing.

Study Skills/Test Taking Strategies

13. Use study and reference skills.

- Identify and use: glossary, table of

14. Use test taking strategies.

contents, index, headings, bold face print, chapter titles, dictionary skills, illustrations, graphics, diagrams, tables, graphs, pronunciation key, encyclopedias, maps, charts, almanac, thesaurus and bibliography.

- Understand how to take notes with a variety of techniques (*graphic organizer, note cards, topic outline*).
- Identify, underline, or highlight key information in the text.
- Use media center resources.

Multiple Choice Items:

- Read question stems before reading the passage (*a pre-organizer for ideas*).
- Use “Look-Back” or “Reread” Strategy to confirm information.
- Watch for negative words (e.g. *not, none, no*).
- Watch for “signal words” such as first, next, then, last.
- Read through all answer options before choosing.
- Try to eliminate two answer options.

Open-ended Items:

- Identify each component of the task (*parts: 1,2,3*).
- Reword the question to begin a response (*TTQA, Echo the question, RAESM*).
- Address each component of the task.
- Organize/jot down immediate ideas, make a graphic organizer.
- Use details from the passage (*supporting evidence*).
- Reread answer for clarity and completeness.