

# Grades 5–6

**Core Performance Indicators:** common to all four ELA standards

Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Identify purpose of reading</li><li>• Adjust reading rate according to purpose for reading</li><li>• Use word recognition and context clues to read fluently</li><li>• Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary</li><li>• Identify signal words, such as finally or in addition, that provide clues to organizational formats such as time order</li><li>• Use knowledge of punctuation to assist in comprehension</li><li>• Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension</li><li>• Read aloud, using inflection and intonation appropriate to text read and to audience</li><li>• Maintain a personal reading list to reflect reading goals and accomplishments</li></ul> <p><b>Listening</b></p> <ul style="list-style-type: none"><li>• Listen respectfully and responsively</li><li>• Identify own purpose for listening</li><li>• Recognize content-specific vocabulary or terminology</li><li>• Listen for unfamiliar words and learn their meaning</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Respond respectfully</li><li>• Initiate communication with peers, teachers, and others in the school community</li><li>• Use language and grammar appropriate to purpose for speaking</li><li>• Use facial expressions and gestures that enhance communication</li><li>• Establish eye contact during presentations and group discussions</li><li>• Use audible voice and pacing appropriate to content and audience</li><li>• Use visual aids to support the presentation</li></ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings</li><li>• Determine the intended audience before writing</li><li>• Use tone and language appropriate for audience and purpose</li><li>• Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)</li><li>• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li><li>• Use teacher conferences and peer review to revise written work</li><li>• Observe the rules of punctuation, capitalization, and spelling, such as<ul style="list-style-type: none"><li>- punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles</li><li>- capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events</li><li>- spelling of commonly misspelled words, homonyms, and content-area vocabulary</li></ul></li><li>• Use correct grammatical construction in<ul style="list-style-type: none"><li>- parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections</li><li>- simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents</li></ul></li><li>• Use signal/transitional words (e.g., in addition, for example, finally, as a result, similarly, and on the other hand) to provide clues to organizational format</li><li>• Use dictionaries, thesauruses, and style manuals</li><li>• Use word processing skills</li></ul>
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# Grade 6 Reading

<p><b>LITERACY COMPETENCIES</b>  <b>The reading competencies common to all four ELA standards that students demonstrate during grade 6 are</b></p>	<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>  <b>The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include</b></p>
<p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words</li> <li>• Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy</li> <li>• Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words</li> <li>• Recognize at sight a large body of high-frequency words and specialized content vocabulary</li> </ul> <p><b>Background Knowledge and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Extend knowledge of word meaning through direct and indirect means</li> <li>• Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning</li> <li>• Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts</li> <li>• Acquire new vocabulary by engaging with a variety of texts written by a range of different authors</li> <li>• Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty</li> <li>• Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Locate and use school and public library resources, with some direction, to acquire information</li> <li>• Use the table of contents and indexes to locate information</li> <li>• Read to collect and interpret data, facts, and ideas from multiple sources</li> <li>• Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software</li> <li>• Skim material to gain an overview of content or locate specific information</li> <li>• Use text features, such as headings, captions, and titles, to understand and interpret informational texts</li> <li>• Recognize organizational formats to assist in comprehension of informational texts</li> <li>• Identify missing, conflicting, unclear, and irrelevant information</li> <li>• Distinguish between fact and opinion</li> <li>• Identify information that is implied rather than stated</li> <li>• Compare and contrast information about one topic from multiple sources</li> <li>• Recognize how new information is related to prior knowledge or experience</li> <li>• Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information</li> <li>• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance</li> <li>• Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance</li> <li>• Condense, combine, or categorize new information from one or more sources, with assistance</li> <li>• Draw conclusions and make inferences on the basis of explicit and implied information,</li> </ul>

<p>resources, including electronic resources</p> <ul style="list-style-type: none"> <li>• Use a thesaurus to identify synonyms and antonyms</li> </ul> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes</li> <li>• Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read</li> <li>• Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted</li> <li>• Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading</li> <li>• Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large</li> <li>• State or summarize a main idea and support it or elaborate on it with relevant details</li> <li>• Present a point of view or interpretation of a text, such as its theme or the author's intended message, and support it with relevant details from the text</li> <li>• Read grade-level texts and answer literal, inferential, analytic, and evaluative questions</li> <li>• Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions</li> <li>• Note and describe aspects of the writer's craft, and explain the role that crafting techniques play in helping the reader comprehend the text</li> <li>• Participate cooperatively and collaboratively in group discussions of texts</li> <li>• Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations</li> <li>• Demonstrate personal response to</li> </ul>	<ul style="list-style-type: none"> <li>with assistance</li> <li>• Make, confirm, or revise predictions, with assistance</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Read, view, and interpret texts from a variety of genres</li> <li>• Define characteristics of different genres</li> <li>• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods</li> <li>• Read aloud from a variety of genres (e.g., plays and poems) <ul style="list-style-type: none"> <li>- use inflection and intonation appropriate to text read and audience</li> </ul> </li> <li>• Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)</li> <li>• Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres</li> <li>• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning</li> <li>• Recognize how different authors treat similar themes</li> <li>• Identify the ways in which characters change and develop throughout a story</li> <li>• Interpret characters, plot, setting, and theme, using evidence from the text, with assistance</li> <li>• Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance</li> <li>• Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance</li> <li>• Recognize how the author's use of language creates images or feelings, with assistance</li> <li>• Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance</li> <li>• Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and</b></p>
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grade-level texts through a range of responses, such as writing, drama, and oral presentations

**Motivation to Read**

- Show interest in reading a wide range of texts, topics, genres, and authors
- Read voluntarily for a variety of purposes
- Be familiar with titles and authors of a wide range of literature
- Engage in independent silent reading for extended periods of time

**evaluation.**

- Evaluate information, ideas, opinions, and themes by identifying
  - a central idea and supporting details
  - precise and vague language
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
- Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
- Recognize how one's own point of view contributes to forming an opinion about information and ideas
- Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to
  - identify conflicting information
  - consider the background and qualifications of the writer
- evaluate examples, details, or reasons used to support ideas
- identify differing points of view in texts and presentations
- identify cultural and ethnic values and their impact on content, with assistance
  - identify multiple levels of meaning

**Standard 4:** Students will read, write, listen, and speak for **social interaction.**

- Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
- Respect the age, gender, position, and cultural traditions of the writer
- Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication

# Grade 6 Writing

<p style="text-align: center;"><b>LITERACY COMPETENCIES</b></p> <p>The writing competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p style="text-align: center;"><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b></p> <p>The grade-specific performance indicators that grade 6 students demonstrate as they learn to <b>write</b> include</p>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns</li> <li>• Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Use legible print and/or cursive writing</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts</li> <li>• Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts</li> <li>• Write on a wide range of topics, both student and teacher selected</li> <li>• Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication</li> <li>• Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience</li> <li>• Write, using a variety of media such as print and electronic</li> <li>• Use the writing process (e.g., prewriting, drafting, revising,</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Use at least three sources of information, with appropriate citations, to develop reports</li> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information from two or three sources</li> <li>• Adopt an organizational format, such as chronological order, that is appropriate for informational writing</li> <li>• Use paragraphing to organize ideas and information</li> <li>• Use paraphrasing, with assistance</li> <li>• Maintain a portfolio that includes informational writing</li> <li>• Include relevant and exclude irrelevant information, with assistance</li> <li>• Connect, compare, and contrast ideas and information from one or more sources, with assistance</li> <li>• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance</li> <li>• Answer questions about informational material and write accurate and complete responses, with assistance</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Write original literary texts <ul style="list-style-type: none"> <li>- use organizing structures, such as stanzas, chapters, scenes, and verses</li> <li>- develop characters, create a setting, and establish a plot</li> <li>- use examples of literary devices, such as rhythm, rhyme, simile, and personification</li> <li>- establish a consistent point of view (e.g., first or third person)</li> <li>- use vocabulary to create a desired effect</li> </ul> </li> <li>• Write interpretive essays to <ul style="list-style-type: none"> <li>- summarize the plot</li> </ul> </li> </ul>

<p>proofreading, and editing)</p> <ul style="list-style-type: none"> <li>• Use a variety of prewriting strategies to plan and organize writing</li> <li>• Review writing independently in order to revise for focus, development of ideas, organization, and language use</li> <li>• Review writing independently to address editing concerns</li> <li>• Write for a wide variety of audiences</li> <li>• Adjust style of writing, including voice and language used, according to purpose and audience</li> <li>• Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing</li> <li>• Review writing with teachers and peers</li> </ul> <p><b>Motivation to Write</b></p> <ul style="list-style-type: none"> <li>• Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences</li> <li>• Engage in writing voluntarily for a variety of purposes</li> <li>• Engage in writing voluntarily on a range of topics</li> <li>• Publish writing in a variety of presentation or display mediums, for a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>- describe the characters and explain how they change</li> <li>- describe the setting and recognize its importance to the story</li> <li>- draw a conclusion about the work</li> <li>- interpret the impact of literary devices, such as simile and personification</li> <li>- recognize the impact of rhythm and rhyme in poems</li> </ul> <ul style="list-style-type: none"> <li>• Respond to literature, connecting the response to personal experience</li> <li>• Maintain a writing portfolio that includes literary, interpretive, and responsive writing</li> <li>• Express opinions and support them through specific references to the text, with assistance</li> <li>• Demonstrate understanding of plot and theme, with assistance</li> <li>• Identify and describe characters and their motivations, with assistance</li> <li>• Analyze the impact of the setting, with assistance</li> <li>• Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance</li> <li>• Draw conclusions and provide reasons for the conclusions, with assistance</li> <li>• Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing</li> <li>• Use supporting evidence from text to evaluate ideas, information, themes, or experiences</li> <li>• Analyze the impact of an event or issue from personal, peer group, and school community perspectives</li> <li>• Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments</li> <li>• Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation</li> <li>• Use precise vocabulary in writing analysis and evaluation</li> <li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> <li>• Present clear analysis, using examples, details, and reasons from text, with assistance</li> <li>• Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance</li> <li>• Explain connections between and among texts to</li> </ul>
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	<p>extend the meaning of each individual text, with assistance</p> <ul style="list-style-type: none"><li>• Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance</li></ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b>.</p> <ul style="list-style-type: none"><li>• Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups</li><li>• Respect the age, gender, social position, and cultural traditions of the recipient</li><li>• Develop a personal voice that enables the reader to get to know the writer</li><li>• Write personal reactions about experiences, events, and observations, using a form of social communication</li><li>• Maintain a portfolio that includes writing for social communication</li></ul>
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# Grade 6 Listening

<p><b>LITERACY COMPETENCIES</b> The <b>listening</b> competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> The grade-specific performance indicators that grade 6 students demonstrate as they learn to <b>listen</b> include</p>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, for an extended period of time, to a variety of texts read aloud</li> <li>• Listen attentively, for an extended period of time, to oral presentations</li> <li>• Listen attentively for different purposes, both student determined and teacher determined</li> <li>• Respond appropriately to what is heard</li> <li>• Listen respectfully when others speak</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment</li> <li>• Identify essential details for note taking</li> <li>• Distinguish between fact and opinion</li> <li>• Identify information that is implicit rather than stated</li> <li>• Connect new information to prior knowledge or experience</li> <li>• Recall significant ideas and details, with assistance</li> <li>• Make, confirm, or revise predictions, with assistance</li> <li>• Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Distinguish different genres, such as story, biography, poem, or play</li> <li>• Identify a character's motivation</li> <li>• Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning</li> <li>• Identify cultural and historical influences in texts and performances</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance</li> <li>• Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening</li> <li>• Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations</li> <li>• Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance</li><li>• Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance</li><li>• Identify missing or unclear information, with assistance</li></ul> |
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**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Respect the age, gender, social position, and cultural traditions of the speaker
- Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice
- Recognize that social communication may include informal language, such as jargon and colloquialisms
- Recognize the meaning of the speaker's nonverbal cues

# Grade 6 Speaking

<p><b>LITERACY COMPETENCIES</b> The <b>speaking</b> competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> The grade-specific performance indicators that grade 6 students demonstrate as they learn to <b>speak</b> include</p>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak in response to listening to a variety of texts</li> <li>• Speak in response to listening to and viewing a variety of performances</li> <li>• Use appropriate and precise vocabulary to communicate ideas</li> <li>• Use grammatically correct sentences when speaking</li> <li>• Include details and examples relevant to the audience when speaking</li> <li>• Communicate ideas in an organized and coherent manner</li> <li>• Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking</li> <li>• Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication</li> <li>• Respond respectfully to others, and offer feedback to others in a respectful and responsive manner</li> <li>• Participate in group discussions on a range of topics and for a variety of purposes</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b>.</p> <ul style="list-style-type: none"> <li>• Synthesize and paraphrase information</li> <li>• Make connections between sources of information</li> <li>• Present reports of five to seven minutes for teachers and peers on topics related to any school subject</li> <li>• Summarize main points as part of the conclusion</li> <li>• Use notes, outlines, and visual aids appropriate to the presentation</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b>.</p> <ul style="list-style-type: none"> <li>• Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers</li> <li>• Share book reviews</li> <li>• Summarize the plot, describe the motivation of characters, and explain the importance of setting</li> <li>• Use notes or outlines appropriately in presentations</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation</b>.</p> <ul style="list-style-type: none"> <li>• Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements</li> <li>• Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments</li> <li>• Articulate a thesis statement and support it with details, examples, and reasons</li> <li>• Persuade, using appropriate language, tone, volume, and gestures</li> <li>• Use notes or outlines appropriately in presentations</li> </ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b>.</p> <ul style="list-style-type: none"> <li>• Discuss the content of friendly notes, cards,</li> </ul>

	<p>and letters with a teacher or classmate, in order to get to know the writer and each other</p> <ul style="list-style-type: none"><li>• Use the informal language of social communication</li><li>• Respect the age, gender, social position, culture, and interests of the listener</li><li>• Use the rules of conversation, such as avoid interrupting and respond respectfully</li></ul>
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