

Ellis School

Grade 6

Language Arts

NECAP Reading

Vocabulary Strategies and Breadth of Vocabulary

- R-6-2.1** Students identify the meaning of unfamiliar vocabulary by using thesauruses.
- R-6-3.1** Identifying simple analogies.
- R-6-3.2** Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.

Initial Understanding of Literary Texts

- R-6-4.1** Identifying any significant changes in setting over time.
- R-6-4.2** Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.

Analysis and Interpretation of Literary Texts/Citing Evidence

- R-6-5.1** Explaining or supporting logical predictions.
- R-6-5.2** Describing characters' traits, motivation, citing thoughts, words, or actions.
- R-6-5.3** Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate).
- R-6-5.4** Explaining how the narrator's point of view affects the reader's interpretation.
- R-6-5.5** Identifying author's message or theme.
- R-6-6.1** Demonstrating knowledge of use of simile, metaphor, foreshadowing, or suspense.

Initial Understanding of Informational Text

- R-6-7.1** Obtaining information from text features.
- R-6-7.2** Using information from the text to answer questions related to main/central ideas or key details.
- R-6-7.3** Organizing information to show understanding.

Analysis and Interpretation of Informational Texts/Citing Evidence

- R-6-8.1** Connecting information *within* a text or *across* texts.
- R-6-8.2** Synthesizing information within or across text(s).
- R-6-8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant.
- R-6-8.4** Identifying possible bias/propaganda.
- R-6-8.5** Making inferences about causes or effects.

Writing

Structures of Language: Applying Understanding of Sentences, Paragraphs, Text Structures

- W-6-1.1** Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses).
- W-6-1.2** Using the paragraph form: indenting, main idea, supporting details.
- W-6-1.3** Recognizing organizational structures *within* paragraphs.
- W-6-1.4** Applying a format and text structure appropriate to the purpose of the writing EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure.

Writing in Response to Literary or Informational Text: Showing Understanding of Ideas in Text

- W-6-2.1** Selecting appropriate information to set context/background.

W-6-2.2 Summarizing key ideas.

W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas.

Writing in Response to Literary or Informational Text: Making Analytical Judgments About Text

W-6-3.1 Stating and maintaining a firm judgment, or point of view when responding to a given a question.

W-6-3.2 Making inferences about the content, events, characters, setting, or common themes and the relationship(s) among them.

W-6-3.3 Using specific details and references to text or relevant citations to support focus or judgment.

W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure.

Narrative Writing: Creating a Story Line and Applying Narrative Strategies

W-6-4.1 Creating a coherent (logically consistent) story line.

W-6-4.2 Establishing context, problem/conflict/ challenge, and resolution, and maintaining point of view, (1st person, 3rd person, or omniscient).

W-6-4.3 Using transition words/phrases to establish clear chronology and to enhance meaning.

W-6-5.1 Using relevant and descriptive details and sensory language to advance the plot/story line.

W-6-5.2 Using dialogue to advance plot/story line.

W-6-5.3 Developing characters through description, dialogue, and actions.

W-6-5.4 Using voice appropriate to purpose.

W-6-5.5 Maintain focus.

Informational Writing (reports, procedures, or persuasive writing): Organizing and Conveying Information

W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea *EXAMPLES* (of text structures): description, sequential, chronology, proposition/support, compare/contrast.

W-6-6.2 Selecting appropriate information to set the context, which may include a lead/hook.

W-6-6.3 Using transition words or phrases appropriate to organizing text structure.

W-6-6.4 Writing a conclusion that provides closure.

W-6-7.2 Stating and maintaining a focus/controlling idea on a topic.

Informational Writing (reports, procedures, or persuasive writing): Using Elaboration Strategies

W-6-8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information.

W-6-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.

W-6-8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context–in reports).

Writing conventions: Applying Rules of Grammar, Usage, and Mechanics

W-6-9.1 Applying rules of standard English usage to correct grammatical errors.

W-6-9.2 Applying basic capitalization rules.

W-6-9.4 Using punctuation to clarify meaning.

W-6-9.5 Correctly spelling grade-appropriate, high frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules.

