

ELA Overview Grade 5-6- By the end of Grade 6 students will be able to:

- Identify, summarize, or explain the main idea of a text using supporting details. Compare and contrast characters, settings, ideas, point of view, and/or plot. Achieve comprehension by reading literature with an emphasis on vocabulary. Use a variety of strategies to comprehend reading selections. Use the reading comprehension process skills of summarizing, predicting, visualizing, questioning, and clarifying.

	5 th Grade	6 th Grade
Foundational Skills		
Phonics and Word Recognition	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	
Fluency	<ul style="list-style-type: none"> • Read grade-level text with sufficient accuracy and fluency to support comprehension. • Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
Key Ideas and Details		
Key Ideas and Details	<ul style="list-style-type: none"> • Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) • Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) • In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) 	<ul style="list-style-type: none"> • Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) • Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL) • In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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<p>Craft and Structure</p>	<ul style="list-style-type: none"> • Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL) • In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) • In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI) 	<ul style="list-style-type: none"> • 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 choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) • In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI) • In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In informational texts, explain how an author’s geographic location or culture affects his or her perspective. (RI)
<p>Integration of Knowledge and Ideas</p>	<ul style="list-style-type: none"> • Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) • Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL) • Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL) 	<ul style="list-style-type: none"> • Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL) • Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL) • Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

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<p>Text Types and Purposes</p>	<p>Write an argument to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce a precise claim and organize the reasons and evidence logically. • Provide logically ordered reasons that are supported by facts and details from various sources. • Use precise language and content-specific vocabulary while writing an argument. • Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts. • Provide a concluding statement or section related to the argument presented. • Maintain a style and tone appropriate to the writing task. <p>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, provide a general focus, and organize related information logically. • Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. • Use precise language and content-specific vocabulary to explain a topic. • Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. • Provide a concluding statement or section related to the information or explanation presented. • Establish a style aligned to a subject area or task. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. • Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. • Use precise language and content-specific vocabulary to argue a claim. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Provide a concluding statement or section that explains the significance of the argument presented. • Maintain a style and tone appropriate to the writing task. <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. • Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. • Use precise language and content-specific vocabulary to explain a topic.
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- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters.
- Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events. 5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Provide a concluding statement or section that explains the significance of the information presented.
- Establish and maintain a style appropriate to the writing task.

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

- Engage the reader by introducing a narrator and/or characters.
- Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
- Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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<p>Research to Present Knowledge</p>	<ul style="list-style-type: none"> • Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. • Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. 	<ul style="list-style-type: none"> • Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. • Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
<p>Comprehension and Collaboration</p>	<p>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon norms for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions. • Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). • Identify and evaluate the reasons and evidence a speaker provides to support particular points. 	<p>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.

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		<ul style="list-style-type: none"> • Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. • Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate. 	<ul style="list-style-type: none"> • Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. • Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Knowledge of Language	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone
Vocabulary Acquisition and Use	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

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- Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including personification, in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwhasteful, thrifty).

Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.