

Overview of Content Standards for Grades Four through Eight

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

At the onset of grade four most students will have progressed from the “learning to read”; phase to the “reading to learn” phase. (American Federation of Teachers 1997), and then, gradually over time and before they move on to high school, they will transition to the “reading and learning for life” phase.

Students will be able to

- read aloud grade level appropriate narrative and expository text fluently and accurately, ranging from classical literature to on-line information.
- continue to develop their vocabulary knowledge and skills in more sophisticated ways, such as analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases and understanding historical influences on the meanings of English words.
- write clear, coherent, and focused essays
- conduct multiple-step information searches as part of the research process.
- using the learning resources and technology in the library media center and classroom.
- in grades five through eight, students extend their writing applications as they compose narrative, expository, persuasive, and descriptive text of at least 500 to 700 words each.
- use correct conventions in writing as they express their new-found knowledge and understanding and to exhibit increasing sophistication in sentence structure, grammar, punctuation, capitalization, and spelling.

6th Grade Instructional Considerations

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

In the sixth grade students focus on active engagement with the text. They are required to analyze, identify, define, explain, and critique rather than merely understand, describe, use, know, and distinguish as they were required to do in the fifth grade. However, the standards still require students to read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

As in the fifth grade, an instructional priority in the sixth grade is an increased focus on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions.

Content and Instructional Connections

The teacher can help students integrate mastery of standards across domains, strands, and academic disciplines by having students:

1. Read aloud narrative and expository text fluently and accurately, with appropriate pacing, intonation, and expression.
2. Use opportunities for narrative reading and interpret figurative language and words with multiple meanings.
3. Make connections between main ideas and their relationships to other sources and related topics. They should be able to demonstrate that the connections and relationships are found in different forms of fiction or expository text, such as students' sixth-grade history-social science or science instructional materials.
4. Select a form of writing (e.g., personal letter, letter to the editor, review, poem, narrative, reports on historical figure of scientific phenomenon) and demonstrate how it best suits the intended purpose.
5. Use organization features of electronic text (e.g., bulletin boards, databases, keyword search, E-mail addresses) to locate information related to history or science standards.

In addition to the above strategies, the framework offers a wealth of additional insights, tips, and strategies that will help the teacher address all the specified standards and benchmarks. We highly recommend that all teachers have access to this valuable planning tool.

Standards Based Rubrics for Writing

Developed by

SCORE



Score is sponsored by CTAP (California Technology Assistance Project) and by CCSESA (California County Superintendents Educational Services Association). SCORE is a web-based classroom resource supporting California's Content Standards and frameworks for Language Arts, Mathematics, History/Social Sciences, and Science. SCORE proffers quality internet resources, such as lesson plans, classroom activities, projects, electronic fieldtrips, discussion groups, and more. SCORE also has a student friendly kid's corner.

Although many web based resources are now available to teachers, this source is uniquely designed to help teachers teach to the California Content Standards. The Writing Rubrics that follow do just that.

<http://www.score.k12.ca.us/>

Standards Based Rubrics

Writing Applications

Grade 6

If you use a number scale, divide the number of points earned by number of traits.

0=not evident

1=minimal evidence of mastery

2=adequate evidence of mastery

3=strong evidence of mastery

4=outstanding evidence of mastery

Writing Standard 2.1 - Narrative

- Write narratives, that
 - (1) establish and develop plot and setting, and choose a point of view that is appropriate to stories
 - (2) include sensory details and concrete language to develop plot and character
 - (3) use a range of narrative strategies (e.g., dialogue, suspense)

Writing Standard 2.2 - Expository

- Write expository compositions (e.g., description, explanation, comparison and contrast, and/or problem/solution) that
 - (1) state the thesis or purpose
 - (2) explain the situation
 - (3) follow an organizational pattern appropriate to the type of composition (e.g., if problem/solution, then paired)
 - (4) offer persuasive evidence for the validity of the description, proposed solutions, etc.

Writing Standard 2.3 - Research Reports

- Write research reports that
 - (1) pose relevant questions narrow enough to be thoroughly covered
 - (2) support the main idea(s) with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, on-line information searches)
 - (3) use a bibliography

Writing Standard 2.4 - Response to Literature

- Write responses to literature that
 - (1) develop an interpretation which reflects careful reading, understanding and insight
 - (2) organize the interpretation around several clear ideas, premises, or images
 - (3) develop and justify the interpretation through sustained use of examples and textual evidence

Writing Standard 2.5 - Persuasive

- Write persuasive compositions or letters for grade 6 that
 - (1) state a clear position in support of a proposition or proposal
 - (2) support the position with organized and relevant evidence; and
 - (3) anticipate and address reader concerns and counter-arguments

Grade 6 - Standards and Benchmark Proficiencies

READING – (R)

Standard I Word Analysis, Fluency, and Systematic Vocabulary Development

- Word Recognition
- Vocabulary and Concept Development

Standard II Reading Comprehension

- Structural Features of Informational Materials
- Comprehension and Analysis of Grade Level Appropriate Text
- Expository Critique

Standard III Literary Response and Analysis

- Structural Features of Literature
- Narrative Analysis of Grade Level Appropriate Text
- Literary Criticism

WRITING – (W)

Standard I Writing Strategies

- Organization and Focus
- Research and Technology
- Evaluation and Revision

Standard II Writing Applications – Genres and Their Characteristics

- Writing Applications

WRITTEN AND ORAL LANGUAGE CONVENTIONS–(WOL)

Standard I Written and Oral Language Conventions

- Sentence Structure
- Grammar
- Punctuation
- Capitalization
- Spelling

LISTENING AND SPEAKING – (LS)

Standard I Listening and Speaking Strategies

- Comprehension
- Organization and Delivery of Oral Communication
- Analysis and Evaluation of Oral and Media Communication

Standard II Speaking Applications – Genres and Their Characteristics

- Speaking Applications

GRADE 6 – READING

(R) STANDARD I							
<i>Word Analysis, Fluency and Systematic Vocabulary Development</i>							
<p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Word Recognition</i>	Timeline		Int.	Assessment			
Gr6.R.I.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
<i>Vocabulary and Concept Development</i>	Timeline		Int.	Assessment			
Gr6.R.I.2 Identify and interpret figurative language and words with multiple meanings.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.R.I.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.R.I.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.R.I.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 6 – READING

(R) STANDARD II *Reading Comprehension*

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (a separate California Department of Education publication) illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students make progress toward this goal.

Legend

Q/T= Quarter or Trimester

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Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Structural Features of Informational Materials</i>	Timeline		Int.	Assessment			
Gr6.R.II.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.R.II.2 Analyze text that uses the compare-and-contrast organizational pattern.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr6.R.II.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.R.II.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.R.II.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 6 - READING

(R) STANDARD II (continued) *Reading Comprehension*

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (a separate California Department of Education publication) illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students make progress toward this goal.

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Benchmarks							
<i>Expository Critique</i>	Timeline		Int.	Assessment			
Gr6.R.II.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.R.II.7 Make reasonable assertions about a text through accurate, supporting citations.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.R.II.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 6 - READING

(R) STANDARD III <i>Literary Response And Analysis</i>							
<p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (a separate California Department of Education publication) illustrate the quality and complexity of the materials to be read by students.</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Structural Features of Literature</i>	Timeline		Int.	Assessment			
Gr6.R.III.1. Identify the forms of fiction and describe the major characteristics of each form	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr6.R.III.2. Analyze the effect of the quality of characters (courage or cowardice, ambition)	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.R.III.3. Analyze the influence of setting on the problem and its resolution.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.R.III.4. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.R.III.5. Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.R.III.6. Identify and analyze features of themes conveyed through characters, actions, and images.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.R.III.7. Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 6 - READING

(R) STANDARD III (continued) *Literary Response And Analysis*

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (a separate California Department of Education publication) illustrate the quality and complexity of the materials to be read by students.

Legend

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Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Literary Criticism</i>	Timeline		Int.	Assessment			
Gr6.R.III.8. Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 6 - WRITING.

(W) STANDARD I							
<i>Writing Strategies</i>							
<p>Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Organization and Focus</i>	Timeline		Int.	Assessment			
Gr6.W.I.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.W.I.2 Create multiple-paragraph expository compositions: a Engage the interest of the reader and state a clear purpose. b Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c Conclude with a detailed summary linked to the purpose of the composition.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.W.I.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 6 - WRITING

(W) STANDARD I (continued) *Writing Strategies*

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Legend

Q/T= Quarter or Trimester

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Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Research and Technology</i>	Timeline		Int.	Assessment			
Gr6.W.I.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.W.I.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Evaluation and Revision</i>	Timeline		Int.	Assessment			
Gr6.W.I.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 6 - WRITING

(W) STANDARD II							
<i>Writing Applications - Genres and their Characteristics</i>							
<p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard I</p> <p>Using the writing strategies of grade six outlined in Writing Standard I, students</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Writing Applications</i>				Timeline	Int.	Assessment	
<p>Gr6.W.II.1. Write narratives:</p> <p>a Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b Include sensory details and concrete language to develop plot and character.</p> <p>c Use a range of narrative devices (e.g., dialog, suspense).</p>	<p>Q/T1 Q/T2 Q/T3 Q4</p>	<p>Ong. Ong. Ong. Ong.</p>	<p>REL SS M/S O</p>	<p>Q/T1 1 2 3</p>	<p>Q/T2 1 2 3</p>	<p>Q/T3 1 2 3</p>	<p>Q4 1 2 3</p>
<p>Gr6.W.II.2. Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>a State the thesis or purpose.</p> <p>b Explain the situation.</p> <p>c Follow an organizational pattern appropriate to the type of composition.</p> <p>d Offer persuasive evidence to validate arguments and conclusions as needed.</p>	<p>Q/T1 Q/T2 Q/T3 Q4</p>	<p>Ong. Ong. Ong. Ong.</p>	<p>REL SS M/S O</p>	<p>Q/T1 1 2 3</p>	<p>Q/T2 1 2 3</p>	<p>Q/T3 1 2 3</p>	<p>Q4 1 2 3</p>
<p>Gr6.W.II.3. Write research reports:</p> <p>a Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c Include a bibliography.</p>	<p>Q/T1 Q/T2 Q/T3 Q4</p>	<p>Ong. Ong. Ong. Ong.</p>	<p>REL SS M/S O</p>	<p>Q/T1 1 2 3</p>	<p>Q/T2 1 2 3</p>	<p>Q/T3 1 2 3</p>	<p>Q4 1 2 3</p>

GRADE 6 - WRITING

(W) STANDARD II (continued)							
<i>Writing Applications - Genres and their Characteristics</i>							
<p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard I</p> <p>Using the writing strategies of grade six outlined in Writing Standard I, students</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Writing Applications</i>	Timeline		Int.	Assessment			
Gr6.W.II.4. Write responses to literature: a Develop an interpretation exhibiting careful reading, understanding, and insight. b Organize the interpretation around several clear ideas, premises, or images. c Develop and justify the interpretation through sustained use of examples and textual evidence.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr6.W.II.5. Write persuasive compositions: a State a clear position on a proposition or proposal. b Support the position with organized and relevant evidence. c Anticipate and address reader concerns and counter-arguments.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 6 - WRITTEN AND ORAL LANGUAGE CONVENTIONS

(WOL) - STANDARD I									
<i>Written and Oral Language Conventions</i>									
<p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>Students write and speak with a command of standard American English conventions appropriate to this grade level.</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Sentence Structure</i>				Timeline		Int.		Assessment	
Gr6.WOL.I.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<i>Grammar</i>				Timeline		Int.		Assessment	
Gr6.WOL.I.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<i>Punctuation/Capitalization</i>				Timeline		Int.		Assessment	
Gr6.WOL.I.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr6.WOL.I.4 Use correct capitalization.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<i>Spelling</i>				Timeline		Int.		Assessment	
Gr6.WOL.I.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 6 - LISTENING AND SPEAKING

(LS) STANDARD I										
Listening and Speaking Strategies										
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.										
Legend										
Q/T= Quarter or Trimester										
Ong.=Ongoing										
Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other										
Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more										
Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number										
Benchmarks										
<i>Comprehension</i>				Timeline		Int.		Assessment		
Gr6.LS.I.1	Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).			Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr6.LS.I.2	Identify the tone, mood, and emotion conveyed in the oral communication.			Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr6.LS.I.3	Restate and execute multiple-step oral instructions and directions.			Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Organization and Delivery of Oral Communication</i>				Timeline		Int.		Assessment		
Gr6.LS.I.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.			Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr6.LS.I.5	Emphasize salient points to assist the listener in following the main ideas and concepts.			Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr6.LS.I.6	Support opinions with detailed evidence and with visual or media displays that use appropriate technology.			Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr6.LS.I.7	Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.			Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 6 - LISTENING AND SPEAKING

(LS) STANDARD I (continued) <i>Listening and Speaking Strategies</i>							
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.							
Legend							
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Analysis and Evaluation of Oral and Media Communications</i>				Timeline	Int.	Assessment	
Gr6.LS.I.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr6.LS.I.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 6 - LISTENING AND SPEAKING

(LS) STANDARD II <i>Speaking Applications - Genres and Their Characteristics</i>										
<p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Strategies Standard I. Using the speaking strategies of grade six outlined in Listening and Speaking Standard I, students will:</p>										
Legend										
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>										
Benchmarks										
<i>Speaking Applications</i>				Timeline		Int.		Assessment		
Gr6.LS.II.1 Deliver narrative presentations: a Establish a context, plot, and point of view. b Include sensory details and concrete language to develop the plot and character. c Use a range of narrative devices (e.g., dialog, tension, or suspense).				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr6.LS.II.2 Deliver informative presentations: a Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr6.LS.II.3 Deliver oral responses to literature: a Develop an interpretation exhibiting careful reading, understanding, and insight. b Organize the selected interpretation around several clear ideas, premises, or images. c Develop and justify the selected interpretation through sustained use of examples and textual evidence.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 6 - LISTENING AND SPEAKING

(LS) STANDARD II (continued)							
<i>Speaking Applications - Genres and Their Characteristics</i>							
<p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Strategies Standard I. Using the speaking strategies of grade six outlined in Listening and Speaking Standard I, students will:</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Speaking Applications</i>				Timeline	Int.	Assessment	
<p>Gr6.LS.II.4 Deliver persuasive presentations:</p> <p>a Provide a clear statement of the position.</p> <p>b Include relevant evidence.</p> <p>c Offer a logical sequence of information.</p> <p>d d. Engage the listener and foster acceptance of the proposition or proposal.</p>	<p>Q/T1 Q/T2 Q/T3 Q4</p>	<p>Ong. Ong. Ong. Ong.</p>	<p>REL SS M/S O</p>	<p>Q/T1 1 2 3</p>	<p>Q/T2 1 2 3</p>	<p>Q/T3 1 2 3</p>	<p>Q4 1 2 3</p>
<p>Gr6.LS.II.5 Deliver presentations on problems and solutions:</p> <p>a Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.</p> <p>b Offer persuasive evidence to validate the definition of the problem and the proposed solutions.</p>	<p>Q/T1 Q/T2 Q/T3 Q4</p>	<p>Ong. Ong. Ong. Ong.</p>	<p>REL SS M/S O</p>	<p>Q/T1 1 2 3</p>	<p>Q/T2 1 2 3</p>	<p>Q/T3 1 2 3</p>	<p>Q4 1 2 3</p>