

## Grade 6 – Language

Former Learning Expectations	New Grade Level Expectations
<p>3.01 Demonstrate knowledge of standard English usage.</p> <p>3.02 Demonstrate knowledge of standard English mechanics.</p> <p>3.03 Demonstrate knowledge of standard English spelling.</p> <p>3.04 Demonstrate knowledge of correct sentence structure.</p>	<p><b>GLE 0601.1.1</b> Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p><b>GLE 0601.1.2</b> Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p><b>GLE 0601.1.3</b> Understand and use correctly a variety of sentence structures.</p>
Former SPI'S still used	New SPI'S
Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.	
Use context clues to determine unknown words and to discriminate between multiple meaning words	
Choose the correct meaning of multiple meaning words in context.	
Use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words within context.	
Select appropriate synonyms, antonyms, and homonyms.	
Recognize widely used foreign words (e.g., bon jour, hasta la vista). <b>NEW</b> –RSVP, faux pas, du jour,déjà vu	
Recognize and use grade appropriate and/or content specific vocabulary within context.	
Use appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, and Internet).	
Use media (e.g., on-line catalog, nonfiction books, encyclopedias, CD-ROM, references, and Internet) to view	
Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems	
Identify the correct use of the following within context: <ul style="list-style-type: none"> <li>• nouns (i.e., common/proper, singular/plural, possessives);</li> <li>• pronouns (i.e., agreement, subject, object)</li> </ul>	

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verbs (i.e., action/linking, regular/irregular, agreement); • adjectives (i.e., common/proper, comparative forms); • adverbs (i.e., comparative forms).	
Use nouns appropriately (e.g., collective nouns, nouns as objects, and predicate nouns)	
Use verbs appropriately (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, and regular and irregular verb forms).	
Use pronouns appropriately (e.g., proper pronoun case, objects of prepositions, agreement with antecedents in person and number, indefinite, relative, and demonstrative pronouns).	
Use adjectives appropriately (e.g., predicate adjectives, comparative and superlative forms).	
Use adverbs appropriately (e.g., negatives, forms of comparative and superlative phrases).	
Identify the correct use of conjunctions (i.e., coordinating and subordinating) within context	
Identify the correct use of prepositions and prepositional phrases within context.	
Choose the most appropriate interjection	
Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set). its/it's, sit/set, affect/effect, sit/set, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among ).	
Identify sentences with correct subject-verb agreement (person/number) within context.	
Continue the correct use of capitalization (e.g., proper adjectives, within quotations).	
Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.	
Demonstrate the correct use of commas (e.g., after introductory words, to set off appositive and interrupters, before a coordinating conjunction, and joining independent clauses to form compound sentences).	
Demonstrate the correct use of semicolons (e.g., to combine sentences).	
Demonstrate the correct use of quotation marks (e.g., with explanatory material within the quote).	
Choose the correct use of quotation marks and commas (in direct quotations, with explanatory material within the quote, and proper use with end mark).	
Identify the correct spelling of plurals and possessives.	
Identify correctly and incorrectly spelled words in context.	
Spell correctly words commonly used in content specific vocabulary	
Spell correctly affixed words (e.g., mis + spell = misspell; ready + ness = readiness)	

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Identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.	
Correct sentence fragments by supplying the missing sentence elements	
Identify within context a variety of appropriate sentence combining techniques (i.e., comma + coordinating conjunction, use of semi-colon, introductory phrases and/or clauses).	
Identify and use adjectival and adverbial phrases and clauses.	
Recognize usage errors (e.g., double negatives, troublesome word pairs: accept/except, capitol/capital, principle/principal, between/among).	

## Grade 6 – Communication

Former Learning Expectations	New Grade Level Expectations
	<b><u>Listening</u></b> <b>GLE 0601.2.1</b> Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion
	<b>GLE 0601.2.2</b> Begin to differentiate between summarizing and paraphrasing.
	<b>GLE 0601.2.3</b> Begin to distinguish between a summary and a critique
	<b>GLE 0601.2.4</b> Identify the thesis and main points of a speech.
	<b>GLE 0601.2.5</b> Identify the organizational structure of a speech.
	<b><u>Speaking</u></b> <b>GLE 0601.2.6</b> Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.
	<b>GLE 0601.2.7</b> Deliver effective oral presentations
	<b>GLE 0601.2.8</b> Participate in work teams and group discussions.
Former SPI'S still used	New SPI'S
Use correct stress, pitch, and rate in oral reading and presenting.	<b>SPI 0601.2.1</b> Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain)
Use a variety of nonverbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, and eye contact).	<b>SPI 0601.2.2</b> Identify the targeted audience of a speech.
Adjust speed based on the purpose for reading.	<b>SPI 0601.2.3</b> Identify the thesis and main points of a speech.
Develop writing by using appropriate organizational strategies, including outlining and other graphic organizers to show evidence of a prewriting plan.	<b>SPI 0601.2.4</b> Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).
	<b>SPI 0601.2.5</b> Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

## Grade 6 – Writing

Former Learning Expectations	New Grade Level Expectations
<p>2.01 Engage in prewriting using a variety of strategies</p> <p>2.02 Write for a variety of audiences and purposes</p> <p>2.03 Compose drafts of written works.</p> <p>2.04 Show evidence of and determine appropriate revisions within the written draft</p> <p>2.05 Include editing before the completion of finished work</p> <p>2.06 Evaluate own and others' writing.</p> <p>2.07 Experience numerous publishing opportunities</p> <p>2.08 Write in the expository mode.</p> <p>2.09 Write frequently across all content areas.</p> <p>2.10 Write expressively in order to develop an effective writing style</p> <p>2.11 Write in response to literature</p> <p>2.12 Write in a variety of modes and genres.</p> <p>2.13 Locate and analyze information to prepare written works and presentations.</p>	<p><b>GLE 0601.3.1</b> Write in a variety of modes for a variety of audiences and purposes.</p> <p><b>GLE 0601.3.2</b> Employ a variety of prewriting strategies.</p> <p><b>GLE 0601.3.3</b> Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p><b>GLE 0601.3.4</b> Refine strategies for editing and revising written work.</p>
Former SPI'S still used	New SPI'S
Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.	<b>SPI 0601.3.12</b> Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).
Identify the audience for which a text is written.	
Identify the purpose for writing (i.e., to inform, to describe, to explain, and to persuade)	
Select an appropriate thesis statement for a writing sample.	
Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, and supportive statistics.)	
Choose the supporting sentence that best fits the context flow of ideas in a paragraph.	
Select an appropriate title that reflects the topic of a written selection.	

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Select an appropriate concluding sentence for a well-developed paragraph.	
Rearrange multi-paragraphed work in a logical and coherent order.	
Explain key ideas clearly selecting illustrations, descriptions, and/or facts to support key ideas	
Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	
Identify sentences irrelevant to a paragraph's theme or flow.	
Select an appropriate thesis statement for a writing sample.	







## Grade 6 – Media

Former Learning Expectations	New Grade Level Expectations
	<p><b>GLE 0601.7.1</b> Analyze media for their ability to inform, persuade, and entertain.</p> <p><b>GLE 0601.7.2</b> Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p><b>GLE 0601.7.3</b> Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p> <p><b>GLE 0601.7.4</b> Apply and adapt the principles of written composition to create coherent media productions.</p>
Former SPI'S still used	New SPI'S
Make connections among various print (e.g., other stories) and nonprint texts (e.g., movies, photographs, and artwork).	<b>0601.7.1</b> Select the medium that best reinforces a viewpoint or enhances a presentation
Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, and nonfiction of high interest) and media (e.g., music, films, videos, documentaries, the arts, and photographs) genre.	<b>0601.7.2</b> Select the visual image that best reinforces a viewpoint or enhances a presentation.
	<b>0601.7.3</b> Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).
	<b>0601.7.4</b> Draw an inference from a non-print medium.
	<b>0601.7.5</b> Choose the statement that best summarizes/communicates the message presented by a medium.
	<b>0601.7.6</b> Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.

## Grade 6 – Literature

Former Learning Expectations	New Grade Level Expectations
	<p><b>GLE 0601.8.1</b> Read and comprehend a variety of works from various forms of literature.</p> <p><b>GLE 0601.8.2</b> Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p><b>GLE 0601.8.3</b> Recognize the conventions of various literary genres.</p> <p><b>GLE 0601.8.4</b> Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p><b>GLE 0601.8.5</b> Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>
Former SPI'S still used	New SPI'S
Identify patterns of rhyme and rhythm	
Analyze the effects of sound in context (e.g., alliteration, onomatopoeia, accent, rhyme, and repetition)	
Determine the author's purpose for writing a selection (e.g., to inform, to persuade, to entertain, or to share emotions).	
Analyze the use of similes, metaphors, personification, and hyperbole within context	
Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, and nonfiction of high interest) and media (e.g., music, films, videos, documentaries, the arts, and photographs) genre.	
Distinguish among various literary genres (poetry, drama, fiction, and nonfiction).	
Identify the theme and determine if theme is stated or implied.	
Recognize that certain themes recur and be familiar with commonly recurring themes	
Identify the plot element of exposition (i.e., introduction of characters, setting, and conflict) in print and nonprint text.	
Recognize the first and third person point of view.	
Select an appropriate summary statement and determine whether the theme is stated or implied.	
Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism.	

