

Galway ELA Curriculum Guide
6th Grade

READING:

Word Recognition

- 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
- Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy
- Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words
- Recognize at sight a large body of high-frequency words and specialized content vocabulary

Background Knowledge and Vocabulary Development

- Extend knowledge of word meaning through direct and indirect means
- Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning
- Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts
- Acquire new vocabulary by engaging with a variety of texts written by a range of different authors
- 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
- Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources
- Use a thesaurus to identify synonyms and antonyms

Comprehension Strategies

- Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes
- Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read
- Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted
- Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading
- Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large
- State or summarize a main idea and support it or elaborate on it with relevant details
- 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
- Read grade-level texts and answer literal, inferential, analytic, and evaluative questions
- Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions
- Note and describe aspects of the writer's craft, and explain the role that crafting techniques play in helping the reader comprehend the text
- Participate cooperatively and collaboratively in group discussions of texts
- Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations
- Demonstrate personal response to 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

WRITING:

Spelling

- Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling

Handwriting

- Use legible print and/or cursive writing

Composition

- Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts

Based on May 2005 NYS ELA Core Curriculum PK – Grade 12 Literacy Competencies.

Prepared spring 2008.

- Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts
- Write on a wide range of topics, both student and teacher selected
- Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication
- Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience
- Write, using a variety of media such as print and electronic
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Use a variety of prewriting strategies to plan and organize writing
- Review writing independently in order to revise for focus, development of ideas, organization, and language use
- Review writing independently to address editing concerns
- Write for a wide variety of audiences
- Adjust style of writing, including voice and language used, according to purpose and audience
- Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing
- Review writing with teachers and peers

Motivation to Write

- Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences
- Engage in writing voluntarily for a variety of purposes
- Engage in writing voluntarily on a range of topics
- Publish writing in a variety of presentation or display mediums, for a variety of audiences

LISTENING:

Listening

- Listen attentively, for an extended period of time, to a variety of texts read aloud
- Listen attentively, for an extended period of time, to oral presentations
- Listen attentively for different purposes, both student determined and teacher determined
- Respond appropriately to what is heard
- Listen respectfully when others speak

SPEAKING:

Speaking

- Speak in response to listening to a variety of texts
- Speak in response to listening to and viewing a variety of performances
- Use appropriate and precise vocabulary to communicate ideas
- Use grammatically correct sentences when speaking
- Include details and examples relevant to the audience when speaking
- Communicate ideas in an organized and coherent manner
- Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking
- Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication
- Respond respectfully to others, and offer feedback to others in a respectful and responsive manner
- Participate in group discussions on a range of topics and for a variety of purposes