

ELA Grade 6 Summary

In sixth grade, students read grade-appropriate, complex literature and informational text and cite textual evidence to support analyses. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Students share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same in their own prose. They know how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

Quality of Writing—Content and Style

- Establish and maintain a formal style.
- Use relevant dialogue and vivid descriptions of characters.
- Use relevant details such as definitions, quotations, and examples.
- Use accurate, credible sources.

Quality of Writing—Editing

- Revise text to include precise language and descriptive, sensory details.
- Use a variety of sentence patterns for emphasis and interest.

Conventions—Grammar and Sentence Formation

- Produce complete sentences.
- Demonstrate correct subject-verb and pronoun-antecedent agreement.
- Use subjective, objective, possessive, and intensive pronouns clearly and correctly.
- Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).

Conventions—Punctuation, Capitalization, and Spelling

- Use commas, parentheses, and dashes with parenthetical words and phrases.
- Use commas in a series.
- Use correct capitalization.
- Spell grade-level words correctly.

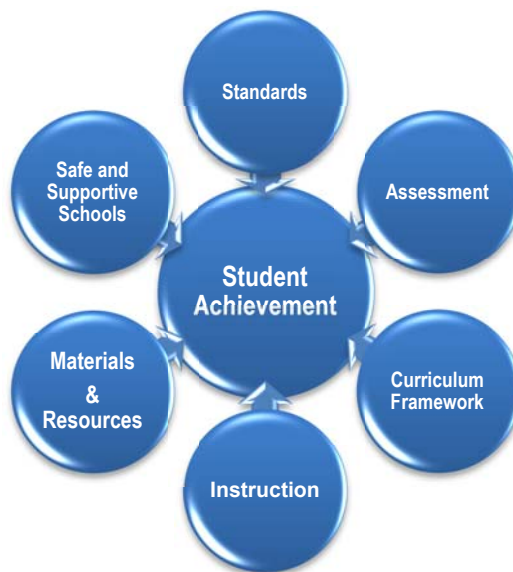
PA Core Instructional Shifts in ELA/Literacy

1. Balancing informational and literary text
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text based answers
5. Writing from sources
6. Academic vocabulary

Diagnostic Category Skills List

Quality of Writing—Focus and Organization

- Introduce topics, events, and characters to orient the reader.
- Logically organize ideas, events, and supporting information.
- Use strategies such as definition, classification, cause/effect, or compare/contrast.
- Use appropriate and precise words, phrases, and transitions.
- Provide a logical conclusion for a story or to reinforce a claim.



Additional Materials and Resources can be found at:

<http://www.pdesas.org/>

or

<https://pa.drctdirect.com/>

CLASSROOM DIAGNOSTIC TOOLS

ELA: Writing Grade 6 Grade Level Summary and Diagnostic Category Skills List

The English Language Arts summary for grade 6 describes the performance in English Language Arts that students in grade 6 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for Writing. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.

