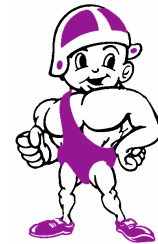


# Fremont City Schools

## English Language Arts Grade 6

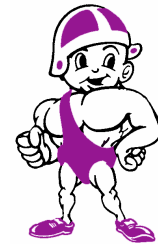


### Ongoing GLIs Suggested Testing Schedule

Standard	GLI's
Acquisition of Vocabulary	1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.- <b>assess every quarter</b>
Reading Process: Concepts of Print, Comprehension	<p><b>Assess by teacher observation:</b></p> <p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p> <p>*8. List questions and search for answers within the text to construct meaning.</p> <p>*9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).</p> <p>*10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p> <p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.- <b>assess every quarter</b></p> <p>4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.- <b>assess every quarter</b></p> <p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.- <b>assess every quarter</b></p>
Reading Applications: Information, Technical and Persuasive Text	<p>2. Analyze examples of cause and effect and *fact and opinion.- <b>assess fact and opinion in 2<sup>nd</sup> Qtr. / assess cause and effect in 3<sup>rd</sup> Qtr.</b></p> <p>7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.- <b>assess every quarter</b></p> <p>8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.- <b>assess every quarter</b></p>
Reading Applications: Literary Text	<p>1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.- <b>assess every quarter</b></p> <p>2. Identify the features of setting and explain their importance in literary text.- <b>assess every quarter</b></p> <p>3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.- <b>assess every quarter.</b></p>

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## English Language Arts Grade 6



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Standard	GLI's
Reading Applications: Literary Text	<p>6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.- <b>assess every quarter.</b></p> <p>7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.- <b>assess every quarter</b></p>
Writing Conventions	<p>1. Spell frequently misspelled and high-frequency words correctly.- <b>assess every quarter</b></p> <p>2. Use commas, end marks, apostrophes and quotation marks correctly.- <b>assess every quarter</b></p> <p>4. Use correct capitalization.- <b>assess every quarter</b></p>
Writing Applications	<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.- <b>assess any quarter</b></p>
Writing Processes	<p><b>Teach and assess the following ongoing GLI's using the writing application pieces (Qtr. 1- narratives, Qtr. 2- informational essays/reports, Qtr. 3- letters and responses to novels, stories, poems and plays, Qtr. 4-persuasive essays/research paper):</b></p> <ol style="list-style-type: none"> <li>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</li> <li>2. Conduct background reading, interviews or surveys when appropriate.</li> <li>3. Establish a thesis statement for informational writing or a plan for narrative writing.</li> <li>4. Determine a purpose and audience.</li> <li>5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</li> <li>6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.</li> <li>7. Vary simple, compound and complex sentence structures.</li> <li>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.</li> <li>9. Vary language and style as appropriate to audience and purpose.</li> <li>10. Use available technology to compose text.</li> <li>11. Reread and analyze clarity of writing.</li> <li>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</li> </ol>

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## English Language Arts Grade 6



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Standard	GLI's
Writing Processes	<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>
Communication: Oral and Visual	<p><b>Assess the following during quarterly presentations (Qtr. 1- oral book report- fiction, Qtr. 2- oral book report- non-fiction, Qtr. 3- informational presentation, Qtr. 4- persuasive presentation):</b></p> <p>1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).</p> <p>2. Summarize the main idea and draw conclusions from presentations and visual media.</p> <p>3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).</p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p> <p>6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.</p> <p>7. Adjust speaking content and style according to the needs of the situation, setting and audience.</p> <p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>
Research	<p><u>Research Guidelines (as suggested by Sixth-grade pacing writers)</u></p> <p>A. Students create a research paper and multimedia presentation using multiple sources that includes:</p> <ol style="list-style-type: none"> <li>I. Title Page</li> <li>II. Outline</li> <li>III. Body (including quotations)</li> <li>IV. Bibliography (at least three sources)</li> </ol>

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## English Language Arts Grade 6



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Standard	GLI's
	<ul style="list-style-type: none"><li>B. Evaluation/Assessment for Research Project<ul style="list-style-type: none"><li>I. Written<ul style="list-style-type: none"><li>a. Content</li><li>b. Mechanics</li></ul></li><li>II. Oral<ul style="list-style-type: none"><li>a. Volume</li><li>b. Diction</li><li>c. Tone</li><li>d. Phrasing</li></ul></li><li>III. Visual<ul style="list-style-type: none"><li>a. Diagrams/Charts</li><li>b. Pictures/Illustrations</li><li>c. Technology</li></ul></li></ul></li></ul>