Grade 6 English Language Arts Standards

Comparison Tool for Standards Transition

Updated June 2012

This document can be used to assist educators in analyzing the commonalities and differences between the new Alaska English Language Arts (ELA) standards and the Fourth Edition (Grade Level Expectations). This document is a first start toward a transition and districts may choose to augment with more detail.

The first column contains the new ELA standards. The second column shows the Grade Level Expectations (GLEs) that align to the new standards. The third column provides comments, usually highlighting differences between the new standards and GLEs that align in higher grades. Additionally, the comments may include a notation about an increase in rigor. Rigor may be defined as a standard that requires deeper understanding, higher order thinking, expanded analytical processes, or simply a skill introduced at an earlier grade.

Note that some GLEs are coded with an L. This signifies that the GLE was not assessed on the statewide assessment; it was to be assessed at the local level. No new standards are identified as being for local assessment. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

In most cases there are not complete matches between the two sets of standards, and it should not be assumed that either the content or skills found in one set of standards will match completely with those of the other set.

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **2.** Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.  Any aligned GLE found in the higher grades will need to be absorbed in the lower grade as part of the transition.  GLEs are coded with an L. This signifies that the GLE was assessed at the local level. | **[3] 1.4.1** Retelling or dramatizing a story after reading it (L)  **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)  The new standard specifies explaining how the author’s purpose, message, lesson or moral is conveyed. This is an increase in rigor. |

The new standards represent a shift in the purpose of the standards. They are more instructional in nature, intended to guide classroom curriculum. The new standards do not serve as an assessment document unlike the GLEs. The Department with the support of stakeholders will prepare an assessment framework which will guide the development of the new assessments. The new standards will be assessed starting spring 2016. Until then, all districts will continue administering the Standards Based Assessments aligned to the GLEs through spring 2015.

A table at the end of each content area shows the GLEs not matched to the new standards. The comment column indicates where the GLE may be matched to a new standard in a lower or higher grade. Although some GLEs will be taught at other grade levels, teachers must provide opportunities for these GLEs to be reviewed in preparation for the spring Standards Based Assessments through spring 2015.

| **Grade 3 Reading GLEs not matched to new standards** | **Comments** |
| --- | --- |
| **[3] 1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) | When blank - No match found |
| **[3]1.7.2** The student analyzes content and structure of genres by identifying use of dialogue or rhyme in common forms of text | Dialogue and rhyme are addressed in Grade 2 of the new standards:  **2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

Local GLEs do not appear on the SBAs.

This GLE must be reviewed prior to the SBA through spring 2015.

Finally, the new standards for each grade level define what students should understand and be able to do by the end of each grade. They correspond to Anchor Standards by number. The Anchor Standards are broad standards; the standards articulated at each grade level provide additional specificity. Together they define the skills and understandings that all students must demonstrate. For instance, Anchor Standard number one for Reading is, “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” All the number one reading standards for each grade will be about making logical inferences about text and citing textual evidence to support conclusions drawn from the text. The Anchor Standards for Reading, Writing, Speaking and Listening, and Language are included on the following pages.

# Alaska Anchor Standards for Reading Grades K-12

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend a range of complex literary and informational texts independently and proficiently.

# Alaska Anchor Standards for Writing Grades K-12

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5**.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# Alaska Anchor Standards for Speaking and Listening Grades K-12

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety o

# Alaska Anchor Standards for Language Grades K-12

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Alaska New Reading Standards**

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **[6] 2.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions  **[6] 2.2.3** Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if \_\_\_\_, deduces missing outcome or information, such as where a story takes place if not directly stated)  **[6] 2.2.4** Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)  **[6] 2.5.2** Locating information in narrative and informational text to answer questions related to main ideas or key details | The new standard is a more succinct statement of the GLEs. |
| **2.** Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text. | **[6] 2.4.1** Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text  **[6] 2.5.1** Identifying the main idea or central concept in various types of texts  **[6] 2.10.1** Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards) | The new standard requires students to determine how a theme is conveyed through particular details. |
| **3.** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances. | **[6] 2.8.1** Identifying or describing in fiction  • plot (e.g., main conflict or problem, sequence of events, resolution)  • settings (e.g., how it affects the characters or plot)  • characters (e.g., physical characteristics, personality traits, motivation, growth and change)  • point of view (who is telling the story) | The new standard is a good match with the GLEs. |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone. | **[6] 2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)  **[6] 2.7.3** Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification) | The new standard provides a general expectation regarding vocabulary acquisition. |
| **5.** Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot. | **[6] 2.7.1** Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry  **[6] 2.7.2** Identifying or explaining the characteristics of fiction and non-fiction, prose and poetry | The GLEs do not examine the structure of text to the degree that is specified by Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.”  The overall structure of a text is part of the characteristics of particular genres. |
| **6.** Determine author’s purpose and explain how an author develops the point of view of the narrator or speaker in a text. | **[6] 2.8.1** Identifying or describing in fiction  • plot (e.g., main conflict or problem, sequence of events, resolution)  • settings (e.g., how it affects the characters or plot)  •characters (e.g., physical characteristics, personality traits, motivation, growth and change)  •point of view (who is telling the story) | The new standard requires students to explain how an author develops the point of view. |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch (e.g., *Shiloh*). | NEW—NOT ADDRESSED IN THE GLES | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** (Not applicable to literature) |  |  |
| **9.** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | **[6] 2.8.2** Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors  **[6] 2.10.2** Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts  **[6] 2.11.1** Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L) | The GLEs do not require comparing and contrasting similar themes. |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range. | NEW—NOT ADDRESSED IN THE GLES | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **New Reading Standards for Informational Text** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **[6] 2.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions  **[6] 2.2.3** Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if \_\_\_\_, deduces missing outcome or information, such as where a story takes place if not directly stated)  **[6] 2.2.4** Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)  **2.5.2** Locating information in narrative and informational text to answer questions related to main ideas or key details | The new standard is a more succinct statement of the GLEs. |
| **2.** Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. | **[6] 2.4.1** Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text  **[6] 2.5.1** Identifying the main idea or central concept in various types of texts | The new standard requires students to explain how the main idea and subtopics are conveyed through particular details. This is an increase in rigor. |
| **3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). | NEW – not addressed in GLEs |  |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | **[6] 2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)  **[6] 2.7.3** Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification) | The new standard provides a general expectation regarding vocabulary acquisition. |
| **5.** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | NEW—not addressed in the GLEs | The GLEs do not examine the structure of text to the degree that is specified by Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.” |
| **6.** Determine an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text. | **[6] 2.9.2** Identifying bias/propaganda by citing textual evidence  **[6] 2.10.1** Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards) | GLEs do not address point of view in informational text.  Identifying bias/propaganda can be part of determining an author’s purpose and can be related to point of view. |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue. | NEW—not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | **[6] 2.9.2** Identifying bias/propaganda by citing textual evidence | Evaluating the argument and specific claims in a text is in the grade 9 and grade 10 GLEs. Identifying bias/propaganda is part of the process of understanding how to trace and evaluate an argument and specific claims. |
| **9.** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | NEW—not addressed in the GLEs | GLEs do not address comparing and contrasting the presentation of events by different authors. |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range. | NEW—not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **Grade 6 Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[6] 2.2.2** The student comprehends literal or inferred meaning from text by self-monitoring comprehension by formulating questions while reading (e.g., what circumstances influenced a character to make a specific decision) or rereading (e.g., for clarification, confirmation, correction) (L) |  |
| **[6] 2.5.3** The student demonstrates an understanding of main idea by locating references from the text that support understanding of a main idea (e.g., what event in history is similar to this one) (L) |  |
| **[6] 2.6.1** The student follows written directions by completing a task by following written, multi-step directions (e.g., basic science experiment) (L) |  |
| **[6] 2.6.2** The student follows written directions by identifying the sequence of steps in multi-step directions |  |
| **[6] 2.9.1** Distinguishing fact from opinion in a text |  |
| **[6] 2.9.3** Expressing own opinion about material read and supporting opinions with evidence from text | Reading Standard 8 for Informational Text requires students to trace and evaluate an argument and specific claims in a text. |

**Alaska New Writing Standards**

| **New Writing Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Text Types and Purposes** |  | The new writing standards have three anchor standards for writing arguments, informative/explanatory texts, and narrative writing. The GLEs do not delineate the types of writing in the same way. One GLE, **[6] 2.2.2**, specifies writing in nonfiction forms, and **[6] 2.2.1** specifies writing narratives and most of the other writing GLEs apply to all the forms of writing. |
| **1.** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented. | NEW—not addressed in the GLEs | Writing to persuade is not addressed until grade 8 in the GLEs.  **[8] 3.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from the information or explanation presented. | **[6] 2.2.2** Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)  **[6] 2.1.1** Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details  **[6] 2.1.3** Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (**L**)  **[6] 2.4.3** Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (**L**)  **[6] 2.1.4** Writing a concluding statement | The new standard provides a more rigorous expectation for the development of an informative/explanatory piece.  The new standard encourages the use of graphics and multimedia when useful to aiding comprehension.  The new standard requires that students establish a formal style. Style is addressed in the grade 7 GLEs.  **[7] 3.3.1** Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing  **[7] 3.4.5** Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical) |
| **3.** Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events. | **[6] 2.1.1** Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details  **[6] 2.2.3** Using expressive language when responding to literature or producing text (e.g., writer’s notebook memoirs, poetry, plays or lyrics) (L)  **[6] 2.2.1** Writing an understandable story that incorporates story elements and literary devices (e.g., dialogue, descriptive details)  **[6] 2.1.3** Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (**L**)  **[6] 2.4.3** Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (**L**)  **[6] 2.1.4** Writing a concluding statement | The new standard is more explicit about the effective components of narrative writing. |
| **Production and Distribution of Writing** |  |  |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | NEW—no addressed in the new GLEs | The new standard brings focus to the fact that decisions about writing should take into account the task, purpose, and audience. |
| **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) | **[6] 2.4.1** Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear  **[6] 2.4.2** Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (**L**) | The new standard is a good match with the GLEs. |
| **6.** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing. | **[6] 2.6.1** Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (**L**)  **[6] 2.6.2** Using a thesaurus to find synonyms for common words (**L**)  **[6] 2.6.3** Writing with a word processor using formatting features to produce a final draft (**L**) | Writing Anchor Standard Six, “use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,” emphasizes the use of technology as a collaborative and publishing tool. GLEs focus on technology as a publishing tool. |
| **Research to Build and Present Knowledge** |  |  |
| **7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | NEW—no addressed in the new GLEs | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **8.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | **[6] 2.2.4** Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (**L**)  **[6] 2.5.1** Giving credit for others’ ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L) | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop.  Assessing credibility of sources is not addressed in the GLEs. The grade 9 and grade 10 reading GLEs require students to assess the validity of a main idea and to evaluate an argument. Plagiarism is not explicitly noted in GLEs.  **[9] 4.3.5** Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)  **[9] 4.3.6** Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments) |
| **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.”).  b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | NEW—no addressed in the new GLEs | The GLEs do not explicitly connect writing and reading standards. The new standard emphasizes this connection. |
| **Range of Writing** |  |  |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | NEW—no addressed in the new GLEs | GLEs do not address the time frame for writing. |

| **Grade 6 Writing Skills GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[6] 2.1.2** The student writes about a topic by using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L) |  |

**Alaska New Speaking and Listening Standards**

| **New Speaking and Listening Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Comprehension and Collaboration** |  |  |
| **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |  | The GLEs do not have Speaking and Listening standards. The only reference to speaking is in the reading GLEs. The student reads texts aloud by **[6] 2.3.1** Reading orallywith rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)  The addition of Speaking and Listening standards is an important component of the new standards. They describe rigorous expectations for academic discussion, meaningful exchanges between students and educators, and the thoughtful delivery of information, conveying competencies in both rhetoric and multimedia content integration. |
| **2.** Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study. |  |
| **3.** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |  |
| **Presentation of Knowledge and Ideas** |  |
| **4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |  |
| **5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |  |
| **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |  |

| **Grade 6 Speaking and Listening GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Language Standards**

| **New Language Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Conventions of Standard English** |  | Teachers need to refer to the Language Progressive Skills by Grade Table. This table can be found in the new ELA standards. The table shows the skills (marked with an asterisk when first introduced in the new standards) that are particularly likely to require continued attention in higher grades. For instance, the table shows that subject-verb and pronoun-antecedent agreement is introduced in grade 3, but needs to continue to be taught through grades 4-12.  All of the rules of usage in **[6] 2.3.4** are included in the table.  **[6] 2.3.4** Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)  **[6] 2.3.3** Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization  New standards in the table for grade 6 also include choosing words and phrases for effect, choosing words and phrases to convey ideas precisely, and choosing punctuation for effect. |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  b. Use intensive pronouns (e.g., *myself*, *ourselves*).  c. Recognize and correct inappropriate shifts in pronoun number and person.\*  d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*  e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\* | **[6] 2.3.4** Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns) | |  | | --- | | The new standard includes greater emphasis on a variety of pronoun concepts.  The GLEs do not address identifying and using strategies to improve expression in conventional language. | |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*  b. Spell correctly. | **[6] 2.3.2** Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high- frequency words, homophones, and contractions)  **[6] 2.3.3** Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization | The new standard requires students to use commas in a wider variety of grammatical applications than in the grade 6 GLEs. The GLEs do this in grade 7.  **[7] 3.3.3** Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)  GLEs include parentheses in grade 8 and do not address dashes.  **[8] 3.3.3** Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons) |
| **Knowledge of Language** |  |  |
| **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Vary sentence patterns for meaning, reader/listener interest, and style.\*  b. Maintain consistency in style and tone.\* | **[6] 2.3.1** Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing  **[6] 2.4.3** Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L) | Style is in the grade 7 GLEs.  **[7] 3.3.1** Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing |
| **Vocabulary Acquisition and Use** |  |  |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.  a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **R [6] 2.1.1** Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)  **R [6] 2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)  **W [6] 2.6.1** Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)  **W [6] 2.6.2** Using a thesaurus to find synonyms for common words (L) | The new standard is a good match with the GLEs. |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). | **[6] 2.7.3** Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification)  **[6] 2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., happy, ecstatic), L] and analogies | Connotations/denotations are specifically mentioned in grade 9 GLEs.  **[9] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”) |
| **6.** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **[6] 2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)  **6] 2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., happy, ecstatic), L] and analogies    **[6] 2.7.3** Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification) | While the expectation of the new standard is not new, it is a more explicit requirement that students acquire and use grade-appropriate and domain-specific words and phrases. |

| **Grade 6 Language GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[6] 2.1.3** The student uses strategies to decode or comprehend meaning of words in text by obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text. graphs, charts, headings, or subheadings) |  |
| **[6] 2.1.5** The student uses strategies to decode or comprehend meaning of words in text by self-monitoring and self-correcting while reading (e.g., adjusting reading pace) (L) |  |