California English Language Development

Grade 6

Adopted 2012

Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

   Em. Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases. ELD.PI.6.1.EM

   Ex. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. ELD.PI.6.1.EX

   Br. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. ELD.PI.6.1.BR

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

   Em. Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate. ELD.PI.6.2.EM

   Ex. Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate. ELD.PI.6.2.EX

   Br. Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate. ELD.PI.6.2.BR

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3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

   Em. Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think…, Would you please repeat that?), as well as open responses. ELD.PI.6.3.EM

   Ex. Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (I agree with X, but…), as well as open responses. ELD.PI.6.3.EX

   Br. Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses. ELD.PI.6.3.BR

4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

   Em. Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher). ELD.PI.6.4.EM

   Ex. Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience. ELD.PI.6.4.EX

   Br. Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience. ELD.PI.6.4.BR

B. Interpretive (comprehension and analysis of written and spoken texts)

5. Listening actively to spoken English in a range of social and academic contexts

   Em. Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support. ELD.PI.6.5.EM

   Ex. Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support. ELD.PI.6.5.EX

   Br. Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support. ELD.PI.6.5.BR

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6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

    Em. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. ELD.PI.6.6A.EM

    Em. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). ELD.PI.6.6B.EM

    Em. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics. ELD.PI.6.6C.EM

    Ex. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. ELD.PI.6.6A.EX

    Ex. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). ELD.PI.6.6B.EX

    Ex. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics. ELD.PI.6.6C.EX

    Br. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. ELD.PI.6.6A.BR

    Br. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). ELD.PI.6.6B.BR

    Br. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics. ELD.PI.6.6C.BR

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7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area

   Em. Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support. ELD.PI.6.7.EM

   Ex. Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support. ELD.PI.6.7.EX

   Br. Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support. ELD.PI.6.7.BR

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

   Em. Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience. ELD.PI.6.8.EM

   Ex. Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or figurative language (e.g., The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning and different effects on the audience. ELD.PI.6.8.EX

   Br. Explain how phrasing, different words with similar meaning (e.g., stingy, economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning, nuances, and different effects on the audience. ELD.PI.6.8.BR

C. Productive (creation of oral presentations and written texts)

9. Expressing information and ideas in formal oral presentations on academic topics

   Em. Plan and deliver brief oral presentations on a variety of topics and content areas. ELD.PI.6.9.EM

   Ex. Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas. ELD.PI.6.9.EX

   Br. Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register. ELD.PI.6.9.BR

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10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

    Em. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. ELD.PI.6.10A.EM

    Em. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ELD.PI.6.10B.EM

    Ex. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. ELD.PI.6.10A.EX

    Ex. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ELD.PI.6.10B.EX

    Br. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. ELD.PI.6.10A.BR

    Br. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). ELD.PI.6.10B.BR

11. Justifying own arguments and evaluating others' arguments in writing

    Em. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. ELD.PI.6.11A.EM

    Em. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to). ELD.PI.6.11B.EM

    Ex. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. ELD.PI.6.11A.EX

    Ex. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must). ELD.PI.6.11B.EX

    Br. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. ELD.PI.6.11A.BR

    Br. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion…) ELD.PI.6.11B.BR

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12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

    Em. Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing. ELD.PI.6.12A.EM

    Em. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X). ELD.PI.6.12B.EM

    Ex. Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. ELD.PI.6.12A.EX

    Ex. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's impossible). ELD.PI.6.12B.EX

    Br. Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. ELD.PI.6.12A.BR

    Br. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe → observation, reluctant → reluctantly, produce → production, and so on). ELD.PI.6.12B.BR

Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure

    Em. Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts. ELD.PII.6.1.EM

    Ex. Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion. ELD.PII.6.1.EX

    Br. Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts. ELD.PII.6.1.BR

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2. Understanding cohesion

Em. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. ELD.PII.6.1A.EM

Em. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts. ELD.PII.6.1B.EM

Ex. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. ELD.PII.6.1A.EX

Ex. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion. ELD.PII.6.1B.EX

Br. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. ELD.PII.6.1A.BR

Br. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts. ELD.PII.6.1B.BR

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

Em. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. ELD.PII.6.3.EM

Ex. Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics. ELD.PII.6.3.EX

Br. Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics. ELD.PII.6.3.BR

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4. Using nouns and noun phrases

   Em. Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. ELD.PII.6.4.EM

   Ex. Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. ELD.PII.6.4.EX

   Br. Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. ELD.PII.6.4.BR

5. Modifying to add details

   Em. Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process. ELD.PII.6.5.EM

   Ex. Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process. ELD.PII.6.5.EX

   Br. Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes. ELD.PII.6.5.BR

C. Connecting and Condensing Ideas

6. Connecting ideas

   Em. Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so). ELD.PII.6.6.EM

   Ex. Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well). ELD.PII.6.6.EX

   Br. Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday because he had an exam on Monday), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room). ELD.PII.6.6.BR

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7. Condensing ideas

    Em. Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences. ELD.PII.6.7.EM

    Ex. Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides) → Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences. ELD.PII.6.7.EX

    Br. Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died → The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences. ELD.PII.6.7.BR