

Washington, D.C. Curriculum Matrix for English Language Arts

Washington, D.C. English Language Arts Content Standards/Essential Skills Grade 6	Curriculum Survey of Essential Skills		SAT 9	Curriculum	Priority
	National Rank	Essential Skill	6th Grade	Survey	
Language as Meaning Making					
Content Standard 1: Students comprehend and compose a wide range of written, oral and visual texts.					
Essential Skills					
The student:					
reads fictions from at least 3 literacy forms) and non-fiction (including autobiographies and biographies);	e5	Identify, collect and/or select pertinent information while reading.	L	H	M
	e15	Discriminate important ideas from unimportant ideas while reading.			
	e24	Summarize, synthesize and organize information while reading.			
understands the difference between fiction and non-fiction and critiques several versions of the same story;*	e5	Identify, collect and/or select pertinent information while reading.	H	H	H
	e15	Discriminate important ideas from unimportant ideas while reading.			
	e24	Summarize, synthesize and organize information while reading.			
	e44	Compare/contrast a reading selection with others.			
reads a variety of texts reflecting own and others' cultural heritage;	e23	Understand the personal, social, cultural and historical significance of a text.	L	H	M
recognizes and understands literacy devices including metaphors, analogy, irony, exaggeration and personification;*	e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.	H	L	M
	e89	Identify and interpret levels of language, idiomatic expressions, and figures of speech that enhance oral communication.			
interprets and compares text and evaluates author's purpose;	e44	Compare/contrast a reading selection with others.	L	M	M

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recognizes different points of view and cultural perspectives of materials read;	e23	Understand the personal, social, cultural and historical significance of a text.	L	H	M
evaluates own reading progress and sets goals;			L	L	L
discusses implied motives of characters as evidenced in the text;	e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.	L	L	L
	e77	Assess the significance and importance of the themes in a literary text.			
learns and uses new vocabulary;	e9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.	L	H	M
identifies plot, character development and symbolism in literature.	e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.	L	L	L
combines background knowledge with analysis of text to forecast changes in stories and topics;			L	L	L
develops generalizations from examples in informational texts;			L	L	L
recognizes various structures of informational text as aids to comprehension, e.g. main idea and details sequence, compare and contrast;	e68	Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids.	L	M	M
composes simple persuasive essays;	e27	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.	L	H	M
identifies how literary forms are used in text; gives the meanings and discusses how this aids comprehension (e.g., alliteration, hyperbole, metaphor);	e80	Understand ways an author uses language and text characteristics to aid comprehension.	L	L	L
applies thinking strategies to aid understanding (including ability to question, summarize, analyze, compare, interpret and evaluate);			L	L	L
uses Standard English conventions for writing;	e1	Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling.	L	H	M