

# New York Grades 5–6

## Core Performance Indicators: common to all four ELA standards

Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading	Grammar Section and Lesson	Writing Chapter and Lesson
• Use word recognition and context clues to read fluently		W3-L4; W6-L3; W8-L4
• Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary		W1-L3; W8-L4
• Identify signal words, such as finally or in addition, that provide clues to organizational formats such as time order		W2-L3
• Use knowledge of punctuation to assist in comprehension		W5-L3
• Read aloud, using inflection and intonation appropriate to text read and to audience		W1-L1; W2-L1; W3-L1; W4-L1; W5-L1; W6-L1; W7-L1; W8-L1
Listening	Section/Chapter and Lesson	
• Listen respectfully and responsively		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Identify own purpose for listening		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Recognize content-specific vocabulary or terminology		W8-L4; W8-L6
• Listen for unfamiliar words and learn their meaning		W8-L4
Speaking	Section/Chapter and Lesson	
• Respond respectfully		W4-L6
• Initiate communication with peers, teachers, and others in the school community		W6-L6
• Use language and grammar appropriate to purpose for speaking		W1-L6; W2-L6; W3-L3; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use facial expressions and gestures that enhance communication		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Establish eye contact during presentations and group discussions		W2-L6; W6-L5; W8-L6

• Use audible voice and pacing appropriate to content and audience		W2-L6; W3-L6; W6-L5; W8-L6
• Use visual aids to support the presentation	W2-L5; W3-L6; W5-L6; W8-L6	
<b>Writing</b>	<b>Section/Chapter and Lesson</b>	
• Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings		W1-L1; W1-WW; W2-L2; W2-WW; W3-L1; W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-WW; W7-L1; W7-WW; W8-L1; W8-WW
• Determine the intended audience before writing		W2-L1; W2-WW; W3-L1; W3-WW; W6-L1; W8-L1
• Use tone and language appropriate for audience and purpose		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-L1; W6-WW; W7-WW; W8-L1; W8-L6; W8-WW
• Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)		W1-WW; W2-WW; W3-WW; W4-L3; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Use teacher conferences and peer review to revise written work		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• <b>Observe the rules of punctuation, capitalization, and spelling, such as</b> - punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles	G7.4 (use of commas); G7.8 (quotation marks); G7.11 (capitalization);	W5-L3; W6-L1; W6-L5; W7-L3
• <b>Observe the rules of punctuation, capitalization, and spelling, such as</b> - capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events	G7.11 (capitalization); G7.3 (proper names)	
• <b>Observe the rules of punctuation, capitalization, and spelling, such as</b> - spelling of commonly misspelled words, homonyms, and content-area vocabulary		W3-L4; W5-L5; W7-L4; W8-L4
• <b>Use correct grammatical construction in</b> - parts of speech such as nouns; adjectives and adverbs (comparative/ superlative); pronouns (indefinite/ nominative/objective); conjunctions	G1.1–1.11 (nouns); G3.5, 3.6 (comparative/superlative adjectives); G5.3 comparative/superlative	W2-L4; W4-L5

(coordinating/ subordinating); prepositions and prepositional phrases; and interjections	adverbs); G2.4, 2.5, 2.10 (indefinite/nominative/objective pronouns); G7.1, 6.11 (coordinating/subordinating conjunctions); G5.6, 6.6, 6.7, 6.8, 6.9, 6.10 (prepositions and prep. phrases); G7.2 (interjections)	
<ul style="list-style-type: none"> <li>• <b>Use correct grammatical construction in</b> - simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents</li> </ul>	G6.1–6.11, 7.1, 7.4, 7.6, 8.8, 8.10 (simple/compound/complex) G4.10 (subject-verb agreement) G4.1–4.9, 4.12–4.16 (verb tense) G7.2, 7.3, 7.5, 7.8 (punctuation) G2.2 (pronouns/antecedents)	W1-L4; W2-L4; W4-L5; W6-L4
<ul style="list-style-type: none"> <li>• Use signal/transitional words (e.g., in addition, for example, finally, as a result, similarly, and on the other hand) to provide clues to organizational format</li> </ul>		W2-L3
<ul style="list-style-type: none"> <li>• Use dictionaries, thesauruses, and style manuals</li> </ul>		W1-L3; W3-L5; W5-L5; W7-L4
<ul style="list-style-type: none"> <li>• Use word processing skills</li> </ul>		W4-L6; W6-WW

### GRADE-SPECIFIC PERFORMANCE INDICATORS: Grade 6

The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include

Reading Standard 1: Students will read, write, listen, and speak for <b>information and understanding</b> .	Grammar Section and Lesson	Writing Chapter and Lesson
<ul style="list-style-type: none"> <li>• Locate and use school and public library resources, with some direction, to acquire information</li> </ul>		W8-L3; W8-L5; W8-L6
<ul style="list-style-type: none"> <li>• Read to collect and interpret data, facts, and ideas from multiple sources</li> </ul>		W5-L4; W8-L5; W8-L6
<ul style="list-style-type: none"> <li>• Read the steps of a procedure in order to</li> </ul>		W2-L1; W2-L2; W2-L5

accomplish a task such as completing a science experiment or installing software		
• Recognize organizational formats to assist in comprehension of informational texts		W2-L5
• Identify missing, conflicting, unclear, and irrelevant information		W2-L2
• Distinguish between fact and opinion		W4-L2
• Identify information that is implied rather than stated		W4-L2
• Recognize how new information is related to prior knowledge or experience		W8-L4
• Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information		W8-L2; W8-L6
• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance		W8-L2
• Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance		W8-L4
• Condense, combine, or categorize new information from one or more sources, with assistance		W8-L2; W8-L6
• Draw conclusions and make inferences on the basis of explicit and implied information, with assistance		W4-L2; W7-L1
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b> .		
• Read, view, and interpret texts from a variety of genres		W1-L1; W2-L1; W3-L1; W4-L1; W5-L1; W6-L1; W7-L1; W8-L1
• Define characteristics of different genres		W1-L1; W2-L1; W3-L1; W4-L1; W5-L1; W6-L1; W7-L1; W8-L1
• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods		W1-LO; W2-LO; W3-LO; W4-LO; W5-LO; W6-LO; W7-LO; W8-LO
• Read aloud from a variety of genres (e.g., plays and poems) - use inflection and intonation appropriate to text		W1-LO; W2-LO; W3-LO; W4-LO; W5-LO; W6-LO; W7-LO; W8-LO

read and audience		W1-L1; W2-L1; W3-L1; W4-L1; W5-L1; W6-L1; W7-L1; W8-L1
• Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres		W7-L2; W7-L5
• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning		W7-L3
• Recognize how different authors treat similar themes		W7-L1
• Identify the ways in which characters change and develop throughout a story		W7-L2
• Interpret characters, plot, setting, and theme, using evidence from the text, with assistance		W7-L2
• Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance		W1-L1; W2-L1; W4-LO
• Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance		W3-L3; W3-WW; W7-LO; W7-L2; W7-L3
• Recognize how the author's use of language creates images or feelings, with assistance		W3-L3; W1-L5; W3-L1; W3-L3; W7-L3
• Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance		W7-L1; W7-L5
• Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance		W7-L1
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
• <b>Evaluate information, ideas, opinions, and themes by identifying</b> - a central idea and supporting details		W7-L1; W8-L1; W8-LO
• <b>Evaluate information, ideas, opinions, and themes by identifying</b>		W1-L5; W7-L3

- precise and vague language		
<ul style="list-style-type: none"> <li>• <b>Evaluate information, ideas, opinions, and themes by identifying</b></li> <li>- statements of fact, opinion, and exaggeration</li> </ul>		W4-L2
<ul style="list-style-type: none"> <li>• <b>Evaluate information, ideas, opinions, and themes by identifying</b></li> <li>- missing or unclear information</li> </ul>		W2-L2
<ul style="list-style-type: none"> <li>• Use established and personal criteria to analyze and evaluate the quality of ideas and information in text</li> </ul>		W8-L5
<ul style="list-style-type: none"> <li>• Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text</li> </ul>		W7-L1
<ul style="list-style-type: none"> <li>• Recognize how one's own point of view contributes to forming an opinion about information and ideas</li> </ul>		W4-LO; W7-L1
<ul style="list-style-type: none"> <li>• <b>Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to</b></li> <li>- identify conflicting information</li> </ul>		W8-L2
<ul style="list-style-type: none"> <li>• <b>Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to</b></li> <li>- consider the background and qualifications of the writer</li> </ul>		W8-L5
<ul style="list-style-type: none"> <li>• <b>Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to</b></li> <li>- evaluate examples, details, or reasons used to support ideas</li> </ul>		W8-L2, W8-L5
<ul style="list-style-type: none"> <li>• <b>Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to</b></li> <li>- identify differing points of view in texts and presentations</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• <b>Evaluate, with assistance, the validity and</b></li> </ul>		W7-L1

<b>accuracy of information, ideas, themes, opinions, and experiences in text to</b> - identify cultural and ethnic values and their impact on content, with assistance		
• <b>Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to</b> - identify multiple levels of meaning		www.voyagesinenglish.com
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
• Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups		www.voyagesinenglish.com
• Respect the age, gender, position, and cultural traditions of the writer		W7-LO
• Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication		W7-L1
<b>Writing</b> <b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b>	<b>Section/Chapter and Lesson</b>	
• Use at least three sources of information, with appropriate citations, to develop reports		W8-L1; W8-L2; W8-L3; W8-L5; W8-L6; W8-WW
• Take notes to record and organize relevant data, facts, and ideas		W5-L4; W5-L6; W8-L2; W8-L3; W8-L5; W8-L6; W8-WW
• State a main idea and support it with details and examples		W8-L1; W8-L6
• Compare and contrast ideas and information from two or three sources		W8-L2; W8-L3; W8-L5; W8-L6
• Adopt an organizational format, such as chronological order, that is appropriate for informational writing		W2-L5; W3-L3; W8-L1; W8-L6
• Use paragraphing to organize ideas and information		W8-WW
• Use paraphrasing, with assistance		W8-L3
• Maintain a portfolio that includes informational		W2-WW; W4-WW; W5-WW; W6-WW;

writing		W7-WW; W8-WW
• Include relevant and exclude irrelevant information, with assistance		W8-L2; W8-L6
• Connect, compare, and contrast ideas and information from one or more sources, with assistance		W8-L2; W8-L3; W8-L5; W4-WW
• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance		W4-L1; W8-L3
• Answer questions about informational material and write accurate and complete responses, with assistance		W5-L1;
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
• <b>Write original literary texts</b> - use organizing structures, such as stanzas, chapters, scenes, and verses		W7-L3; W7-L5
• <b>Write original literary texts</b> - develop characters, create a setting, and establish a plot		W7-L1; W7-L2; W7-L3; W7-WW
• <b>Write original literary texts</b> - use examples of literary devices, such as rhythm, rhyme, simile, and personification		W7-L1; W7-L5; W7-WW
• <b>Write original literary texts</b> - establish a consistent point of view (e.g., first or third person)		W1-L1; W7-L1
• <b>Write original literary texts</b> - use vocabulary to create a desired effect		W1-L5; W7-L1
• <b>Write interpretive essays to</b> - summarize the plot		www.voyagesinenglish.com
• <b>Write interpretive essays to</b> - describe the characters and explain how they change		www.voyagesinenglish.com
• <b>Write interpretive essays to</b> - describe the setting and recognize its importance to the story		www.voyagesinenglish.com
• <b>Write interpretive essays to</b>		www.voyagesinenglish.com



- draw a conclusion about the work		
<ul style="list-style-type: none"> <li>• <b>Write interpretive essays to</b></li> <li>- interpret the impact of literary devices, such as simile and personification</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• <b>Write interpretive essays to</b></li> <li>- recognize the impact of rhythm and rhyme in poems</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• Respond to literature, connecting the response to personal experience</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• Maintain a writing portfolio that includes literary, interpretive, and responsive writing</li> </ul>		W1-WW; W3-WW; W7-WW
<ul style="list-style-type: none"> <li>• Express opinions and support them through specific references to the text, with assistance</li> </ul>		W4-L1
<ul style="list-style-type: none"> <li>• Demonstrate understanding of plot and theme, with assistance</li> </ul>		W7-L2
<ul style="list-style-type: none"> <li>• Identify and describe characters and their motivations, with assistance</li> </ul>		W7-L2
<ul style="list-style-type: none"> <li>• Analyze the impact of the setting, with assistance</li> </ul>		W7-L2
<ul style="list-style-type: none"> <li>• Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance</li> </ul>		W7-LO
<ul style="list-style-type: none"> <li>• Draw conclusions and provide reasons for the conclusions, with assistance</li> </ul>		W8-WW
<ul style="list-style-type: none"> <li>• Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance</li> </ul>		www.voyagesinenglish.com
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
<ul style="list-style-type: none"> <li>• Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing</li> </ul>		W1-WW; W2-L5; W2-WW; W3-L2; W3-WW; W4-WW; W5-L1; W5-WW; W6-WW; W7-WW; W8-L1; W8-WW;
<ul style="list-style-type: none"> <li>• Use supporting evidence from text to evaluate ideas, information, themes, or experiences</li> </ul>		W4-L1; W5-L1; W8-L2
<ul style="list-style-type: none"> <li>• Analyze the impact of an event or issue from personal, peer group, and school community perspectives</li> </ul>		W4-L1;
<ul style="list-style-type: none"> <li>• Use information and ideas from other subject</li> </ul>		W4-L1; W8-L1

areas and personal experiences to form and express opinions and judgments		
• Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation		W8-L1
• Use precise vocabulary in writing analysis and evaluation		W1-L5;
• Maintain a writing portfolio that includes writing for critical analysis and evaluation		W4-L1
• Present clear analysis, using examples, details, and reasons from text, with assistance		W4-L1
• Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance		W1-L1; W1-L6; W8-L1
• Explain connections between and among texts to extend the meaning of each individual text, with assistance		www.voyagesinenglish.com
• Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance		www.voyagesinenglish.com
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b> .		
• Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups		All Writer's Workshops
• Respect the age, gender, social position, and cultural traditions of the recipient		W6-L1; W6-L2; W6-L5; W6-WW
• Develop a personal voice that enables the reader to get to know the writer		W1-L1; W1-WW; W7-L3
• Write personal reactions about experiences, events, and observations, using a form of social communication		W6-L1; W6-L5; W6-WW
• Maintain a portfolio that includes writing for social communication		W6-L5; W6-WW
<b>Listening</b> <b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b> .	<b>Section/Chapter and Lesson</b>	

• Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment		W2-L6
• Identify essential details for note taking		W2-L6; W5-L2
• Distinguish between fact and opinion		W4-L6
• Identify information that is implicit rather than stated		www.voyagesinenglish.com
• Connect new information to prior knowledge or experience		W5-L1; W5-L6
• Recall significant ideas and details, with assistance		W5-L2; W5-L6; W6-L6
• Make, confirm, or revise predictions, with assistance		www.voyagesinenglish.com
• Draw conclusions and make inferences on the basis of explicit and implied information, with assistance		W5-L2;
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
• Distinguish different genres, such as story, biography, poem, or play		W8-L6
• Identify a character's motivation		W7-L2
• Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning		www.voyagesinenglish.com
• Identify cultural and historical influences in texts and performances		W8-L6
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
• Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance		W4-L6; W5-L2;
• Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening		W4-L6; W7-L6
• Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations		W4-L6; W7-L6

• Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose		W4-L6;
• Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance		W4-L6;
• Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance		W5-L2
• Identify missing or unclear information, with assistance		W5-L2
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b> .		
• Respect the age, gender, social position, and cultural traditions of the speaker		W5-L2
• Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice		W6-L6
• Recognize that social communication may include informal language, such as jargon and colloquialisms		www.voyagesinenglish.com
• Recognize the meaning of the speaker's nonverbal cues		W4-L6;
<b>Speaking</b> <b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b> .	<b>Section/Chapter and Lesson</b>	
• Synthesize and paraphrase information		W8-L6; W8-WW
• Make connections between sources of information		W5-L6; W8-L6; W8-WW
• Present reports of five to seven minutes for teachers and peers on topics related to any school subject		W4-L6; W5-L6; W8-L6
• Summarize main points as part of the conclusion		W8-L6
• Use notes, outlines, and visual aids appropriate to the presentation		W2-L5; W2-L6; W4-L3; W5-L4; W5-L6; W7-L6
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b> .		

• Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers		W2-L6; W7-L6
• Share book reviews		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
• Summarize the plot, describe the motivation of characters, and explain the importance of setting		W7-L6
• Use notes or outlines appropriately in presentations		W4-L3;
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation</b> .		
• Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements		W4-L6
• Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments		W4-L6
• Articulate a thesis statement and support it with details, examples, and reasons		W6-L6; W8-L6
• Persuade, using appropriate language, tone, volume, and gestures		W4-L6
• Use notes or outlines appropriately in presentations		W4-L3; W8-L6
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b> .		
• Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
• Use the informal language of social communication		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
• Respect the age, gender, social position, culture, and interests of the listener		W4-L6; W7-L6
• Use the rules of conversation, such as avoid interrupting and respond respectfully		W4-L6; W7-L6