

opportunities to experience and use new vocabulary. Standards new to grade six include the following:

- 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). (L.6.4d)
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (L.6.5b)
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). (L.6.5c)
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6)

The following snapshot presents designated ELD instruction connected to world history in which vocabulary is an important element. It addresses many components of ELA/literacy and ELD in addition to vocabulary as well.

Snapshot 6.2 Designated ELD Connected to World History in Grade Six

In social studies, students in grade six listen to and read complex texts about slavery in different societies across history, such as ancient Egypt and Rome. They engage in collaborative discussions, where they explain and analyze important elements of slavery, distinguishing between fact, opinion, and reasoned opinion. They write arguments, supporting their claims with evidence, using credible sources, and evaluating information in the texts they have read and the multimedia they have viewed.

During designated ELD time, teachers show students models of arguments, focusing on how the arguments are structured, as well as specific vocabulary and grammatical structures students will need for discussing and writing about their own claims. The teachers guide their students to evaluate how well the language in the texts supports claims or presents ideas and engage their students to discuss the language and explain their reasoning about it (e.g., how well the language used to illustrate an idea conveys the intended message). They explicitly teach some of the important vocabulary and phrases necessary for understanding and discussing the texts about slavery (e.g., *slave/slavery/enslave*, *capture*, *justify*, *spoils of war*, *emancipate/emancipation*) and provide sentence frames for collaborative conversations so students can practice—in meaningful ways—new grammatical structures they will need to explain their ideas in both speaking and writing (e.g., *Depending on the way slaves were captured, _____; In this section of the article, the author explains how _____*).

Importantly, teachers provide extended opportunities for students to discuss their claims and reasoning and support them with evidence from the texts using the new vocabulary and grammatical

structures. As students build up these language resources, teachers guide them in spoken and written practice using the language resources so that they will feel more confident using them in their independent writing.

CA ELD Standards: ELD.PI.6.1,3,4,6a-b,7,10a,11a,12; ELD.PII.6.1,4-7

CA CCSS for ELA/Literacy: RI.6.1,3,4; W.6.1c-d; SL.6.1,4; L.6.3,6

Related CA HSS Content Standards:

6.2 and 6.7 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush (6.2) and during the development of Rome (6.7).

Effective Expression

Students who have achieved the standards in the previous grades demonstrate the ability to express themselves in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Expectations and examples of instruction for grade six in effective expression are discussed in the following sections.



Writing

In grade six, expectations for students' writing content, skills, and strategies build on those in grade five while expanding in specific ways. Most notable is the move from writing opinion pieces in grade five to writing arguments to support claims with clear reasons and relevant evidence in grade six (W.6.1). In addition students use credible sources in writing arguments and organize their claims and evidence clearly. Students continue to write informative/explanatory texts; however, the way in which students select, organize, and analyze relevant content when writing is more specific and advanced (W.6.2) and for the first time includes a thesis statement. Students also continue to write narrative texts, which now contain relevant descriptive details and well-structured event sequences (W.6.3).