

**Voyages in English 2011**  
**Grade 6**  
**Correlations to IL State Standards**

(Updated July 2010)

Illinois English Language Arts Performance Descriptors

**Grade 6 (Stage F correlations)**

<b>1.A Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.	G1.1–1.2; G2.7; G3.5–3.6; G5.3	
2. Use prefixes, suffixes, and root words to understand word meanings.		W4-L4; W6-L3; W8-L4
3. Use synonyms and antonyms to express the implied meaning of a new word.		W1-L3; W1-L5; W3-L5
4. Determine the meaning of words in context using denotation and connotation strategies.		W3-L5
5. Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.		W3-L3
6. Use etymologies to construct the meanings of new words.		W8-L4
7. Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.		W1-CO; W2-CO; W3-CO; W3-L4; W4-CO; W5-CO; W5-L4; W6-CO; W7-CO; W7-L4; W8-CO
8. Recognize literary devices (e.g., figurative language, description, dialogue) in text.		W3-L2; W3-L3; W5-L3; W7-L3
<b>1.B Students who meet the standard can apply reading strategies to improve understanding and</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>

**fluency.**

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| 2. Identify author's ideas and purposes.   | W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO        |
| 3. Build and support plausible interpretations with evidence from the text through collaboration with others.                                  | W1-CO; W3-CO; W4-CO;  |
| 4. Make connections to real world situations or related topics before and during reading.  | W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO        |
| 5. Identify main plot elements, conflicts, and themes in a variety of texts.   | W1-CO; W7-CO  |
| 6. Distinguish between significant and minor details.  | W2-L2; W4-L2; W4-L3   |
| 7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.                                   | W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO        |
| 8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly. | W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W5-L2; W6-CO; W7-CO; W8-CO |
| 9. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).      | W1-WW; W2-WW; W3-WW; W4-L3; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW |
| 10. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).   | W1-L3; W2-L5  |
| 11. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.                                   | W2-CO; W6-CO; W7-CO; W7-L2; W7-L3                             |
| 12. Interpret the meaning of figurative language in a variety of texts.  | W3-CO; W3-L3  |

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| 13. Evaluate new information and hypotheses by comparing them to known information and ideas. | www.voyagesinenglish.com                               |
| 15. Read aloud fluently (with expression, accuracy, and appropriate speed).                   | W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO |
| 16. Develop creative interpretations of reading.  | W1-CO; W1-L6; W7-CO; W7-L6                             |
| 17. Select and read books for recreation.   | W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO |

<b>1.C Students who meet the standard can comprehend a broad range of reading materials.</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Use relevant and accurate references, most of which are specific and fully supported to make generalizations from content.		W4-CO; W4-L2; W4-WW
3. Ask and respond to open-ended questions.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
4. Compare the theme, topic, text structure, and story elements of various selections within a content area.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
5. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
6. Select reading strategies for text appropriate to the reader's purpose.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
7. Recognize how reader response is related to text		www.voyagesinenglish.com

interpretation.

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| 8. Identify the author's controlling idea/thesis.   | W4-CO; W5-CO; W8-CO                                    |
| 9. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).                           | W3-CO; W3-L3; W3-WW                                    |
| 10. Explain how illustrators use art to express their ideas.  | www.voyagesinenglish.com                               |
| 11. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.                                 | www.voyagesinenglish.com                               |
| 12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials. | W7-CO  |
| 13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.                      | W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO |

<b>2.A</b>	<b>Students who meet the standard can understand how literary elements and techniques are used to convey meaning.</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
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| 1. Read a wide range of fiction.   | W1-CO; W7-CO   |
| 2. Identify literary elements and literary techniques (e.g., satire, characterization, narration, dialogue, figurative language) in a variety of genres and tell how they affect the work. | W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO |
| 3. Predict how the story might be different if the author changed certain literary elements or techniques (e.g., dialect, setting, vocabulary).  | W6-CO; W7-CO   |
| 4. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature.  | W7-CO; W7-L2   |
| 5. Compare selections with similar characters, plots, and/or   | W1-CO; W2-CO; W3-CO; W4-                               |

themes.

6. Understand and use literary terms (e.g., foreshadowing, metaphor, simile, symbolism, flashback, scene, dialogue).

7. Transfer new vocabulary from literature into other contexts.

8. Identify characteristics and authors associated with various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).

9. Recognize and use cognitive strategies (e.g., analysis, synthesis, inference) to enhance understanding.

10. Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).

CO; W5-CO; W6-CO; W7-CO;  
W8-CO  
W3-L2; W3-L3; W5-L3; W7-L3

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W1-CO; W2-CO; W3-CO; W4-  
CO; W5-CO; W6-CO; W7-CO;  
W8-CO

W1-CO; W2-CO; W3-CO; W4-  
CO; W5-CO; W6-CO; W7-CO;  
W8-CO

W1-CO; W2-CO; W3-CO; W4-  
CO; W5-CO; W6-CO; W7-CO;  
W8-CO

**2.B Students who meet the standard can read and interpret a variety of literary works.**

**Grammar Section-Lesson**

**Writing Chapter-Lesson**

1. Respond to fiction using interpretive and evaluative processes.

W1-CO; W3-CO; W7-CO

2. Select favorite authors and genres.

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3. Connect literary selections to historical context.

W7-CO; W7-L1

4. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.

W4-CO; W5-CO

5. Discuss recurring themes across works in print and media.

W1-CO; W2-CO; W3-CO; W4-  
CO; W5-CO; W6-CO; W7-CO;  
W8-CO

7. Make inferences and draw conclusions about contexts,

W7-L2

- events, character, and settings.
8. Discuss the impact of author's word choice on content. W1-L5; W3-L3; W4-L2; W6-L2; W6-L5
9. Interpret nonfiction text and informational materials. W2-CO; W2-L1; W4-CO; W4-L1; W5-CO; W5-L1; W8-CO; W8-L1
10. Support plausible interpretations with evidence from the text. W3-CO; W4-CO

<b>3.A Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.		W1-L2; W1-WW; W2-L1; W2-WW; W3-WW; W4-L1; W4-WW; W5-L1; W8-L1; W5-WW; W6-WW; W7-WW; W8-WW
2. Use a variety of sentence structures (e.g., simple, compound/complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative).	G6.1–6.11; G7.1–7.2; G7.5–7.8; G8.1–8.11	W2-L4; W2-WW; W4-L5; W5-L3; W6-L4;
3. Use basic transition words/phrases to connect ideas.		W2-L3; W2-WW
4. Proofread for correct English conventions.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.16; G5.1–5.6; G6.1–6.11; G7.1–7.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Demonstrate appropriate use of the eight parts of speech.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.16; G5.1–5.6; G6.1–6.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
<b>3.B Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use pre-writing strategies (e.g., webbing, brainstorming,		W1-WW; W2-WW; W3-WW; W4-L3; W4-WW; W5-L5; W5-

listing, note taking, outlining, graphic organizers).	WW; W6-WW; W7-WW; W8-WW
2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-L5; W6-WW; W7-WW; W8-WW
3. Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
4. Use organizational patterns (e.g., sequence, cause/effect, comparison).	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Write using organization (e.g. introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.	W1-L2; W1-WW; W2-L1; W2-WW; W3-L2; W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-WW; W7-WW; W8-L1; W8-WW
6. Use figurative language.	W3-L3; W3-WW
7. Use appropriate transitional words and phrases to connect and unify key ideas.	W2-L3; W2-WW
8. Edit and revise content.	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
9. Select effective formats for publication.	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
10. Use available technology (e.g., word processing, desktop publishing, electronic dictionary/glossary, printing).	W1-L3; W1-WW; W2-WW; W3-L5; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

<b>3.C Students who meet the standard can communicate ideas in writing to accomplish a</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
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**variety of purposes.**

1. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-L5; W6-WW; W7-WW; W8-WW	
2. Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).	W4-L1; W4-L2; W4-WW; W5-L1; W5-L3; W5-WW; W6-L1; W6-WW; W8-L1; W8-L2; W8-WW	
3. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.	W1-L1; W1-L2; W1-WW; W7-L1; W7-L2; W7-WW; W8-L6	
4. Develop a multi-paragraph piece of persuasive writing.	W4-L1; W4-L2; W4-WW	
5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, directions, TV commercial).	W1-WW; W2-L6; W2-WW; W7-L5; W7-WW	
6. Compose a multi-paragraph persuasive piece, which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).	W4-L1; W4-L2; W4-L6; W4-WW	
7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.	W1-WW; W2-L6; W2-WW; W3-L6; W3-WW; W4-L6; W4-WW; W5-WW; W6-WW; W7-WW; W8-L6; W8-WW	
<b>4.A Students who meet the standard can listen effectively in formal and informal situations.</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Evaluate the situation and assume appropriate listening mode.	W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6	

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| 2. Focus attention on speaker as sender of the message.  | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 3. Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice). | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 4. Differentiate between formal and informal purposes for listening.   | W6-L6   |
| 5. Distinguish between nonverbal and verbal messages.  | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 6. Differentiate between the speaker's factual and emotional content.  | W4-L6   |
| 7. Infer speaker's bias and purpose.   | W4-L6   |
| 8. Recognize personal bias and its impact on the message.  | W4-L6   |
| 9. Separate main ideas from supporting facts and details.  | W5-L6; W8-L6  |
| 10. Anticipate information that might be forthcoming from presenter.   | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 11. Formulate questions needed to gather and clarify information.  | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 12. Contribute relevant and idea-inspiring comments during discussions.  | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 13. Paraphrase and summarize, in both oral and written form, information in formal and informal presentations.       | W2-L6   |
| 14. Modify, control, and block out distractions.   | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 15. Restate a set of instructions in the order given and complete the task.  | W2-L6   |

<b>4.B Students who meet the standard can speak effectively using language appropriate to the</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
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### **situation and audience.**

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| 1. Analyze characteristics of one's audience and prepare appropriate presentations.  | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 2. Evaluate and select details appropriate for informing, entertaining and persuading.   | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 3. Align vocabulary and style to the intent of the message.  | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 4. Use language that is clear, audible, and appropriate.   | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 5. Use appropriate grammar, word choice, and pacing.   | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 6. Incorporate appropriate nonverbal expressions that support the message (e.g., facial expressions, gestures, posture, eye contact).  | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 7. Use notes and outlines.   | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 8. Prepare and practice a presentation to fit within a given time limit.   | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 9. Use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation) to plan and practice the presentation.   | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 10. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume). | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |
| 11. Identify and use discussion techniques to arrive at a consensus of opinion.  | W1-L6; W2-L6; W3-L6; W4-L6;<br>W5-L6; W6-L6; W7-L6; W8-L6 |

**5.A Students who meet the standard can locate, Grammar Section-Lesson Writing Chapter-Lesson**

**organize, and use information from various sources to answer questions, solve problems, and communicate ideas.**

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| 1. Select a topic from a list of topics.  | W1-WW; W2-WW; W3-WW;<br>W4-WW; W5-L6; W5-WW;<br>W6-WW; W7-WW; W8-L1;<br>W8-WW |
| 2. Formulate questions to direct research.  | W8-L1; W8-WW  |
| 3. Gather information based on hypotheses.  | W5-L4; W8-L1; W8-L2; W8-<br>WW  |
| 4. Define the focus of research.  | W8-L1; W8-L2; W8-WW   |
| 5. Apply criteria for determining credibility of sources.   | W4-WW; W5-L1; W8-WW   |
| 6. Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.              | W4-WW; W5-L1; W5-L2; W8-<br>L3; W8-WW   |
| 7. Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web sites, CD/ROMS). | W4-WW; W5-L3; W8-L2; W8-<br>L3; W8-WW   |
| 8. Arrange information in an orderly manner (e.g., outlining, sequencing).  | W1-WW; W2-WW; W3-WW;<br>W4-WW; W5-WW; W6-WW;<br>W7-WW; W8-L2; W8-WW           |
| 9. Develop a bibliography using a simple, acceptable form.  | W8-L2; W8-L3; W8-WW   |
| 10. Design and prepare a project using multiple sources.  | W5-WW; W8-L6; W8-WW   |

**5.B Students who meet the standard can analyze and evaluate information acquired from various sources.**

**Writing Chapter-Lesson**

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| 1. Analyze information from primary print and non-print sources. | W4-WW; W5-L1; W5-WW;<br>W8-WW |
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| 2. Evaluate sources by applying a set of criteria (e.g., accuracy, timeliness, reliability). | W4-WW; W5-L1; W5-WW;<br>W8-WW |
| 3. Use information from footnotes, illustrations, diagrams, charts, and graphs.              | W2-L2; W2-L5; W8-CO           |
| 4. Evaluate and select primary and secondary sources.  | W4-WW; W5-WW; W8-WW           |
| 5. Use a bibliography for a variety of purposes.   | W8-L2; W8-L3; W8-WW           |
| 6. Develop a bibliography using a simple, acceptable form.                                   | W8-L2; W8-L3; W8-WW           |
| 7. Cite the source of all direct quotations.   | W8-L2; W8-L3; W8-WW           |
| 8. Cite the source of all paraphrased/summarized information.                                | W8-L2; W8-L3; W8-WW           |

<b>5.C Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).		W1-L6; W1-WW; W2-L6; W2-WW; W3-L6; W3-WW; W4-L6; W4-WW; W5-L6; W5-WW; W6-L6; W6-WW; W7-L6; W7-WW; W8-L6; W8-WW
2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-L6; W8-WW
3. Communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).		W5-L2; W5-L3; W5-L5