

Connecticut Arts Education Curriculum Matrix for English Language Arts

Connecticut Language Arts Standards/Benchmarks Grade 6	Curriculum Survey of Essential Skills National Rankings	CMT	Visual Arts	Dance	Music	Theatre
CONTENT STANDARD 1: Reading and Responding Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.						
describe the text by giving an initial reaction to the text and describing its general content and purpose; <ul style="list-style-type: none"> • Students will describe the thoughts, opinions and questions that arise as they read, view or listen to a text, then identify the central idea, purpose or theme of a work. 	e5 e15 e24 e52 e77 e94	H	H	H	H	H
interpret the text by using prior knowledge and experiences; <ul style="list-style-type: none"> • Students will use what they know to identify or infer important characters, set-tings, themes, events, ideas, relationships or details within a work and draw conclusions about the author's purpose. 	e57 e60 e72	H	H	H	H	H
reflect on the text to make judgments about its meaning and quality; <ul style="list-style-type: none"> • Students will evaluate explicit and implicit information within a work and com-pare and contrast the work to others with similar topics, themes, characters or problems. 	e77 e83	H	H	H	H	H

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<p>analyze text and task, set purpose and plan appropriate strategies for comprehending, interpreting and evaluating texts;</p> <ul style="list-style-type: none"> Students will determine and use the structure of a written work to construct meaning and to select the best comprehension tool (retelling, using graphic organizers or story frames, writing to find meaning, etc.) for their purpose. 	<p align="center">e29 e39 e40</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>
<p>generate questions before, during and after reading, writing, listening and viewing;</p> <ul style="list-style-type: none"> Students will ask and answer their own and each other's evaluative and interpretive questions. 	<p align="center">e34 e75</p>	<p align="center">L</p>				
<p>make and confirm or revise predictions;</p> <ul style="list-style-type: none"> Students will predict as they read, listen to and view texts, then review the texts to assess the plausibility of their predictions. 	<p align="center">e52</p>	<p align="center">L</p>				
<p>use a variety of monitoring and self-correcting methods (skimming, scanning, reading ahead, re-reading, using resources, summarizing, retelling, readjusting speed);</p> <ul style="list-style-type: none"> Students will apply the variety of methods of monitoring and self-correcting to all texts read, listened to and viewed. 	<p align="center">e5 e15 e24</p>	<p align="center">L</p>				
<p>use the structure of narrative, expository, persuasive, poetic and visual text to interpret and extend meaning;</p> <ul style="list-style-type: none"> Students will identify the features of various types of texts and apply their understanding to their examination of the texts. 	<p align="center">e46 e72</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>
<p>select and apply efficient and effective word recognition strategies, including contextual clues, picture clues, phonics and structural analysis;</p> <ul style="list-style-type: none"> Students will apply all appropriate word recognition strategies to perfect reading fluency. 	<p align="center">e9</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>	<p align="center">H</p>