

English Language Arts standards for sixth grade

Table of Contents

A. Skills

A1. Information and Understanding

A2. Literacy response and Expression

A3. Social Interaction

A4. Critical Analysis and Evaluation

B. Content

B1. Reading

B1.1. Word Recognition

B1.2. Background Knowledge and Vocabulary Development

B1.3. Comprehension Strategies

B1.4. Motivation to Read

B2. Writing

B3. Listening

B4. Speaking

A. Skills

A1. Information and Understanding

A1.1. Key Idea:

Students will read, write, listen, and speak for information and understanding.

A1.2. Outlines:

A1.2.1. Students locate and use school and public library resources, with some direction, to acquire information.

A1.2.2. Students use the table of contents and indexes to locate information.

A1.2.3. Students read to collect and interpret data, facts, and ideas from multiple sources.

A.1.2.4. Students read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software.

A.1.2.5. Students skim material to gain an overview of content or locate specific information.

A.1.2.6. Students use text features, such as headings, captions, and titles, to understand and interpret informational texts.

A.1.2.7. Students recognize organizational formats to assist in comprehension of informational texts.

A.1.2.8. Students identify missing, conflicting, unclear, and irrelevant information.

A.1.2.9. Students distinguish between fact and opinion.

A.1.2.10. Students identify information that is implied rather than stated.

A.1.2.11. Students compare and contrast information about one topic from multiple sources.

A.1.2.12. Students recognize how new information is related to prior knowledge or experience.

A.1.2.13. Students identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information.

A.1.2.14. Students apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance.

A.1.2.15. Students use knowledge of structure, content, and vocabulary to understand informational texts, with assistance.

A.1.2.16. Students condense, combine, or categorize new information from one or more sources, with assistance.

A.1.2.17. Students draw conclusions and make inferences on the basis of explicit and implied information, with assistance.

A.1.2.18. Students make, confirm, or revise predictions, with assistance.

A.1.3. Examples :

A.2. Literary Response and Expression

A.2.1. Key idea:

Students will read, write, listen, and speak for literary response and expression.

A.2.2. Outlines:

A.2.2.1. Students read, view, and interpret texts from a variety of genres.

A.2.2.2. Students define characteristics of different genres.

A.2.2.3. Students select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods.

A.2.2.4. Students read aloud from a variety of genres (e.g., plays and poems):

A.2.2.5. Students recognize that the same story can be told in different genres (e.g., novels, poems, or plays).

A.2.2.6. Students identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres.

A.2.2.7. Students recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning.

A.2.2.8. Students recognize how different authors treat similar themes.

A.2.2.9. Students identify the ways in which characters change and develop throughout a story.

A.2.2.10. Students interpret characters, plot, setting, and theme, using evidence from the text, with assistance.

A.2.2.11. Students identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance.

A.2.2.12. Students 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.

A.2.2.13. Students recognize how the author's use of language creates images or feelings, with assistance

A.2.2.14. Students identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance.

A.2.2.15. Students identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance.

A.2.3. Examples

A.3. Social Interaction

A.3.1. Key Idea:

Students will read, write, listen, and speak for social interaction.

A.3.2. Outlines:

A.3.2.1. Students 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.

A.3.2.2. Students respect the age, gender, position, and cultural traditions of the writer

A.3.2.3. Students recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication.

A.3.3. Examples:

A.4. Critical analysis and Evaluation

A.4.1. Outlines:

A.4.1.2. Students evaluate information, ideas, opinions, and themes by identifying:

- a central idea and supporting details
- precise and vague language
- statements of fact, opinion, and exaggeration
- missing or unclear information

A.4.1.3. Students use established and personal criteria to analyze and evaluate the quality of ideas and information in text.

A.4.1.4. Students identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text.

A.4.1.5. Students recognize how one's own point of view contributes to forming an opinion about information and ideas

A.4.1.6. Students evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to:

- identify conflicting information
- consider the background and qualifications of the writer
- evaluate examples, details, or reasons used to support ideas
- identify differing points of view in texts and presentations

- identify cultural and ethnic values

B. Content

B1. Reading

B1.1. Word Recognition- Outlines

B1.1.1. Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words

B1.1.2. Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy

B1.1.3. Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words

B1.1.4. Recognize at sight a large body of high-frequency words and specialized content vocabulary

B1.2. Background Knowledge and Vocabulary Development

B1.2.1. Extend knowledge of word meaning through direct and indirect means

B1.2.2. Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning

B1.2.3. Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts

B1.2.4. Acquire new vocabulary by engaging with a variety of texts written by a range of different authors

B1.2.5. Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty

B1.2.6. Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources

B1.2.7. Use a thesaurus to identify synonyms and antonyms

B.1.3.Comprehension Strategies

B.1.3.1.Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes

B.1.3.2.Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read

B.1.3.3.Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted

B.1.3.4.Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading

B.1.3.5.Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large

B.1.3.6.State or summarize a main idea and support it or elaborate on it with relevant details

B.1.3.7.Present a point of view or interpretation of a text, such as its theme or the author's intended message, and support it with relevant details from the text

B1.3.8. Read grade-level texts and answer literal, inferential, analytic, and evaluative questions

B1.3.9.Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions

B1.3.10.Note and describe aspects of the writer's craft, and explain the role that crafting techniques play in helping the reader comprehend the text

B1.3.11.Participate cooperatively and collaboratively in group discussions of texts

B1.3.12.Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations

B1.3.13.Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations

B1.4.Motivation to Read

B1.4.1.Show interest in reading a wide range of texts, topics, genres, and authors

B1.4.2.Read voluntarily for a variety of purposes

B1.4.3.Be familiar with titles and authors of a wide range of literature

B1.4.4.Engage in independent silent reading for extended periods of time

B2. Writing:

B.2.1.Spelling

B.2.1.1. Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns

B.2.1.2. Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling

B.2.2.Handwriting

B.2.3.Composition

B.2.3.1.Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts

B.2.3.2.Write on a wide range of topics, both student and teacher selected

B.2.3.3.Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication

B.2.3.4.Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience

B.2.3.5.Write, using a variety of media such as print and electronic

B.2.3.6.Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)

B.2.3.7.Use a variety of prewriting strategies to plan and organize writing

B.2.3.8.Review writing independently in order to revise for focus, development of ideas, organization, and language use

B.2.3.9.Review writing independently to address editing concerns

B.2.3.10.Write for a wide variety of audiences

B.2.3.11.Adjust style of writing, including voice and language used, according to purpose and audience

B.2.3.12.Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing

B.2.3.13.Review writing with teachers and peers

B.2.4.Motivation to Write

B.2.4.1.Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences

B.2.4.2.Engage in writing voluntarily for a variety of purposes

B2.4.3.Engage in writing voluntarily on a range of topics

B2.4.4.Publish writing in a variety of presentation or display mediums, for a variety of audiences

B3.Listening

B3.1.Listen attentively, for an extended period of time, to a variety of texts read aloud

B3.2.Listen attentively, for an extended period of time, to oral presentations

B3.3.Listen attentively for different purposes, both student determined and teacher determined

B3.4.Respond appropriately to what is heard

B3.5.Listen respectfully when others speak

B4.Speaking

B4.1.Speak in response to listening to a variety of texts

B4.2.Speak in response to listening to and viewing a variety of performances

B4.3.Use appropriate and precise vocabulary to communicate ideas

B4.4.Use grammatically correct sentences when speaking

B4.5.Include details and examples relevant to the audience when speaking

B4.6.Communicate ideas in an organized and coherent manner

B4.7.Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking

B4.8.Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication

B4.9.Respond respectfully to others, and offer feedback to others in a respectful and responsive manner

B4.10.Participate in group discussions on a range of topics and for a variety of purposes