

SIXTH GRADE LANGUAGE ARTS

Goal

Language arts at the sixth grade level promotes continued proficiency in the communication skills of students. At this level, listening and speaking strategies require students to gather and process oral information and to effectively express themselves orally in a variety of situations.

Reading objectives strive to promote the development of various vocabulary and comprehension skills that foster recreational reading from a variety of genres, authors, and resources. Students will be exposed to broader and more complex material. For example, they will explore how imagery and style affect the reader.

In the sixth grade, emphasis is given to develop effective writing skills, including prewriting, drafting, revising, editing, and publishing compositions that are error-free and demonstrate proficiency in mechanics and usage. Students will have many opportunities for imaginative writing of stories and poems but will also gain the necessary skills for producing polished reports and essays.

Reading

1. Word Recognition – The student will read narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

- a. Continue to use semantic, syntactic and graphophonic cues independently.
- b. Use word reference materials (e.g. glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.

2. Fluency – The student will identify words rapidly so that attention is directed to the meaning of the text.

- a. Use punctuation as a cue for pausing and to indicate characterization.
- b. Read with expression, interjecting a sense of feeling, anticipation, or characterization.

3. Comprehension – The student will identify and apply strategies and skills to comprehend text.

- a. Determine the purpose for reading a specific text (e.g. for entertainment, to gain information).
- b. Make, confirm, and revise predictions as needed.
- c. Monitor comprehension and use correction strategies when the meaning is not clear (e.g. continue reading, re-read, ask questions, and use resources).
- d. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.
- e. Locate specific details in a textbook passage to promote understanding (e.g. cause/effect, classifying, compare/contrast, and sequencing).
- f. Draw conclusions to make generalizations, judgments, inferences, and to summarize and analyze information.
- g. Determine factual information from opinion.
- h. Use background knowledge and experience to comprehend text.

4. Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.

- a. Identify and analyze the major characteristics of various literary forms (e.g. informational text, narrative, lyric poetry, short stories, novels, dramas, epics, folk tales, essays, myths).

- b. Use story structures, and literary elements, such as the goal, plot, setting, theme, characterization, conflict, and resolution, to analyze literature.
- c. Analyze a character's traits through the character's thoughts, words, and actions, and through the other characters' thoughts, words, and actions.
- d. Identify and analyze common themes across texts (e.g. bravery, loyalty, friendship).
- e. Explore a variety of literary works representative of various cultures and times.
- f. Describe how a text reflects an author's attitudes, traditions, and heritage.
- g. Explain how literature can be used to better understand other time periods and events.
- h. Identify the speaker and recognize the difference between first- and third-person narrations.
- i. Describe the mood, or meaning, conveyed in poetry through word choice, rhythm, repetition, and rhyme.

5. Vocabulary – The student will demonstrate knowledge of words and word meanings.

- a. Recognize and use key words introduced in the text.
- b. Monitor text for unknown words by using word, sentence, and paragraph clues to determine meaning.
- c. Identify and interpret figurative language and words with multiple meanings.
- d. Recognize the origins and meanings of frequently used foreign words in English.
- e. Complete simple analogies.
- f. Use connotation/denotation to understand meanings.
- g. Determine meaning of unknown words and vary word choice in writing by using a glossary, dictionary, and thesaurus.

Listening and Speaking

1. Listening – The student will listen and respond to oral communication.

- a. Determine the purposes for listening (e.g. gaining information, receiving directions, analyzing and evaluating, and summarizing information, for enjoyment).
- b. Distinguish between speaker's opinion and verifiable facts.
- c. Ask questions to seek clarification of ideas.
- d. Identify the tone, mood, and emotion conveyed in the oral communication.
- e. Restate and execute multiple-step oral instructions and directions.
- f. Listen to oral communications using proper etiquette.

2. Speaking – The student will communicate effectively.

- a. Use appropriate delivery (e.g., volume, rate, enunciation) and language skills (e.g. pronunciation, word choice, and usage) when presenting orally.
- b. Utilize nonverbal elements to sustain audience interest and attention.
- c. Select a focus, an organizational structure, and a point of view.
- d. Support opinions with detailed evidence and with appropriate displays.
- e. Use feedback from listeners to improve speaking delivery.

Grammar and Usage

1. Grammar and Usage – The student will develop a command of Standard English conventions.

- a. Identify complete, simple, and compound subjects and predicates.
- b. Recognize direct objects, indirect objects, predicate nominatives, and predicate adjectives.

- c. Recognize and use the cases (e.g. nominative, objective, possessive) of pronouns (e.g. personal, compound personal, demonstrative, interrogative, relative, and indefinite) correctly by labeling the pronoun and its antecedent.
- d. Recognize and understand the antecedent of a pronoun.
- e. Identify and use action, linking, and helping verbs.
- f. Use past, present, and future tense correctly.
- g. Use correct subject-verb agreement.
- h. Differentiate the use of adjectives and adverbs (e.g. real, really).
- i. Recognize and use comparative and superlative adjectives correctly.
- j. Identify prepositions and their prepositional phrases.
- k. Identify and use coordinating and correlative conjunctions.

2. Capitalization – The student will capitalize correctly.

- a. Use capital letters for proper nouns (e.g. family relationships, days of the week, cities, states, countries, holidays, months, geographic features, nationalities, languages, and historic events).
- b. Use capital letters for titles of works (e.g. books, stories, television shows, and works of art).
- c. Use capital letters for titles of people (e.g. President Lincoln).
- d. Capitalize the appropriate parts of a letter (e.g. heading, greeting, and closing).
- e. Use capital letters when writing initials and abbreviated titles.
- f. Use a capital letter for the first word of a direct quotation.
- g. Use capital letters for parts of an outline and for parts of a letter.
- h. Use a capital letter for proper adjectives.

3. Punctuation – The student will use correct punctuation.

- a. Use colons after the salutation in business letters.
- b. Use semicolons to connect independent clauses.
- c. Use commas when linking two clauses with a conjunction in compound sentences.

4. Spelling – The student will apply spelling strategies and skills.

- a. Accurately spell words that are commonly misspelled in the English language.
- b. Use reference materials and technology to check and correct spelling.

Writing

1. Process – The student will develop writing skills.

- a. Implement various stages of the writing process (e.g. brainstorming, outlining, drafting, revising, editing, and publishing).
- b. Select a focus and an organized structure based upon purpose, audience, and required format.
- c. Categorize ideas, organize them into paragraphs, and blend paragraphs within larger texts. Include effective introductions and conclusions.
- d. Use simple figurative language in writing (e.g., similes, metaphors, idioms, personification, and hyperbole).
- e. Edit drafts to ensure standard usage, mechanics and spelling, and varied sentence structure.
- f. Revise and/or use feedback from others to improve word choice, organization, and consistency in paragraphs.

2. Composition – The student will write for various audiences and purposes.

- a. Write narrative, descriptive, expository, and persuasive paragraphs.
- b. Write compositions that establish and support a central idea with a topic sentence and supporting paragraphs.
- c. Communicate through the following writing forms:
 - § Creative stories, plays, and poems
 - § Friendly and business letters, “thank you” notes, and invitations
 - § Instructions
 - § Journals
 - § Reports
- d. Use writing as a means to paraphrase and/or summarize what is read or heard.
- e. Select and use reference materials and resources as needed for writing, revising, and editing final drafts.

Information and Research

1. Reference – The student will identify and use sources of different types of information.

- a. Identify and use the parts of a book.
- b. Demonstrate the appropriate use of the general reference sources of a dictionary, thesaurus, atlas, almanac, and encyclopedia.

2. Research – The student will explore and analyze information.

- a. Define the topic for research.
- b. Plan and conduct multi-step information searches.
- c. Record important ideas and concepts and direct quotes from information sources.
- d. Organize and display information on note cards, charts, outlines, and graphs.
- e. Summarize, or paraphrase, relevant information from multiple sources into a written report or summary.
- f. Identify and credit reference sources in a researched report.