

# Sixth Grade English Standards

## Literature

Standard	Term			
	1st	2nd	3rd	4th
<b><i>Read and understand literature representative of various societies, eras and ideas.</i></b>				
1. Read a wide range of fiction.				
2. Identify literary elements and techniques in literary genres (e.g., fables, biographies, historical fiction) and tell how they affect the story.				
3. Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).				
4. Explain how a technique or element affects the events or characterization in a literary work.				
5. Make inferences about character traits and check text for verification.				
6. Analyze the use of unfamiliar vocabulary.				
7. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.				
8. Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).				
9. Create an extension to a literary text (e.g., alternate ending, additional dialog for a character).				
10. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.				
11. Support plausible interpretations with evidence from the text.				
12. Identify and explain themes that have been explored in literature from different societies and eras.				
13. Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.				

## Reading

	Term			
	1st	2nd	3rd	4th
<b>A. Apply word analysis and vocabulary skills to comprehend selections.</b>				
1. Learn and use high frequency root words, prefixes and suffixes, homonyms and homographs to understand word meaning.				
2. Use synonyms and antonyms to define words.				
3. Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ).				
4. Determine the meaning of a word in context when the word has multiple meanings.				
5. Recognize literary devices (e.g., figurative language, description, dialogue) in text.				
6. Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.				
<b>B. Apply reading strategies to improve understanding and fluency.</b>				
1. Use self-questioning and teacher questioning to promote active reading.				
2. Infer before, during, and after reading.				

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3. Identify author's ideas and purposes.				
4. Identify main plot elements, conflicts, and themes in a variety of texts.				
5. Identify explicit and implicit main ideas.				
6. Differentiate between fact and opinion.				
7. Infer cause/effect relationships in expository text.				
8. Paraphrase/summarize information in a text.				
9. Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.				
10. Critique text using personal reflections and responses.				
11. Generalize meanings from figurative language.				
12. Read age-appropriate material aloud with fluency and accuracy.				
13. Make connections to real world situations or related topics before and during reading				
14. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams, graphics, sequence, diagrams, illustrations, charts,).				
15. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding				
16. Read aloud fluently (with expression, accuracy, and appropriate speed).				
17. Develop creative interpretations of reading.				
18. Select and read books for recreation				
<b>C. Students who meet the standard can comprehend a broad range of reading materials.</b>				
1. Use evidence in text to respond to open-ended questions.				
2. Use evidence in text to generate and confirm or reject hypotheses.				
3. Make generalizations based on relevant information from expository text.				
4. Recognize main ideas and secondary ideas in expository text.				
5. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.				
6. Develop familiarity with available electronic literary forms (e.g., interactive web sites, interactive software, electronic mail).				
7. Interpret imagery and figurative language (e.g., metaphor, simile, exaggeration, personification).				
8. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.				
9. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials.				

## Language Arts

	Term			
	1st	2nd	3rd	4th
<b>Conventions.</b>				
1. <i>Student uses correct grammar (nouns, pronouns, adjectives, adverbs, articles, conjunctions, interjections, prepositions, and verbs)</i>				
a. Uses simple present, past, and future tense – action verbs				

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b. Uses simple present, past, future tense – state of being verbs				
c. Uses progressive present and past tense – action verbs.				
d. Uses perfect present and past tense – action verbs				
e. Recognize and use linking, state of being, and action verbs correctly, along with predicate nouns and predicate adjectives.				
f. Correct use of personal pronouns, object pronouns, possessive pronouns, reflexive pronouns, indefinite pronouns, demonstrative pronouns, relative pronouns, interrogative pronouns, possessive adjectives, intensifiers and other modifiers.				
g. Correctly uses familiar contractions of the English language.				
h. Correctly uses prepositions of place and location and of time.				
i. Use appositive phrases, participial phrases, prepositional phrases in writing.				
j. Avoid run-ons, fragments, redundant sentences, and awkward sentences.				
2. Uses correct punctuation (quotation marks, commas in a series, commas in a dialogue, parentheses and periods, exclamation points, question marks, apostrophes, colons, semi-colons, hyphens, dashes).				
3. Uses correct capitalization conventions of the English language.				
<b>Sentences</b>				
1. Write a Topic Sentence at the beginning of paragraph to establish content, purpose, and intent of a written assignment.				
2. Write a Thesis Sentence at the beginning of a written piece to establish a thesis to develop throughout the written assignment.				
3. Write simple and compound sentences joined by conjunctions and, or, but.				
4. Write simple and compound sentences where simple and compound subjects agree with simple and subject predicates.				
5. Write a variety of types of sentences including simple, compound, complex, and complex-compound sentences in written assignments.				
6. Master subject-verb agreement in sentences to an appropriate degree for grade.				
7. Use parallelism in written pieces.				
8. Use the musical elements of language, such as onomatopoeia, alliteration, and others to provide detailed and rich variety of expression in written text.				
9. Master pronoun – pronoun antecedent agreement in sentences to an appropriate degree for grade.				
10. Use comparative and superlative form of adjectives and adverbs in sentences.				

### ***Research***

<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>				
Formulate questions and construct a basic research plan.}				
1. Generate questions of interest and narrow the focus of research				
2. Develop hypotheses based on prior knowledge				
3. Gather information based on a hypothesis (e.g., note taking). <ul style="list-style-type: none"> <li>Identify and use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).</li> </ul>				

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<ul style="list-style-type: none"> <li>Recognize criteria for determining credible sources.</li> <li>Determine appropriate resources.</li> </ul>				
4. Compare (with limited support) information from a variety of sources.				
5. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).				
6. Design a research plan and prepare a project.				

## Communication Skills

Standard	Term			
	1st	2nd	3rd	4th
<b><i>Speaking</i></b>				
1. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.				
2. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.				
3. Use language that is clear, audible, and appropriate.				
4. Use appropriate grammar, word choice, and pacing.				
5. Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).				
6. Use notes and outlines.				
7. Prepare and practice the presentation to fit within a given time limit.				
8. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).				
9. Identify and use discussion techniques to arrive at a consensus of opinion.				
10. Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.				
11. Use speaking skills and procedures to participate in group discussions.				
12. Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).				
13. Retell stories, ordering events using story language, and time and order words.				
14. Tell real and imagined stories using the convention of familiar story language.				
15. Use clear and specific vocabulary to communicate ideas and offer descriptions containing sensory details.				
16. Retell, paraphrase, and explain age-appropriate information that has been said by a speaker.				
17. Make use of age-appropriate writing process familiar planning and editing stages to prepare for oral reports and presentations.				
18. Plan and obtain props, imagery, and visual aids that enrich oral presentations and reports.				
19. Relate ideas, observations, or recollections of an event or experience				
20. Provide insight into why the selected event or experience is memorable.				
<b><i>Listening and responding</i></b>				
1. Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal				

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and informal situations.				
2. Restate and carry out a variety of oral instructions.				
<b><i>Group discussions and interaction</i></b>				
1. Take turns to speak, listen to each other's suggestions and talk about what they are going to do.				
2. Ask and answer questions, make relevant contributions, offer suggestions and take turns.				

\* Note: Standards shaded across all 4 terms indicate an ongoing skill developed throughout the school-year.