# **Understanding the Standards- Grade 6**

At the sixth-grade level, the student will demonstrate the ability to work with diverse teams working respectfully with others, participating both as a facilitator and contributor. There is a continued emphasis on text reading and fluency as the student begins to read and comprehend more complex literary and informational texts. In sixth grade, the student will take a deeper look at plot development and be able to explain how an author’s style impacts the reader’s interpretation of a text. There is an increased emphasis on informational reading by creating objective summaries and drawing inferences using textual evidence. These critical-thinking skills are foundational to technical reading and writing and are transferable across content areas. At the sixth-grade level, the student will continue to develop as both reader and writer. The student will also plan, draft, revise, and edit writing in a variety of forms to include multi-paragraph compositions with an emphasis on the development of elaboration and unity. Additionally, the student will be introduced to writing thesis statements. The student will be expected to have greater control over the conventions of writing. In addition, the student will evaluate the validity and authenticity of texts, and will research, organize, evaluate, and communicate information. The student will also learn to cite both primary and secondary sources and follow ethical and legal guidelines for gathering and using information. These skills are necessary for success in future postsecondary education and workplace environments.

## **Foundations for Reading**

### **See Kindergarten through grade five for the Foundations for Reading standards.**

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| **Foundations for Reading** |
| The Foundations for Reading strand contains the standards and skills related to print concepts, phonological and phonemic awareness, and phonics and word analysis. In middle school, students may be at varying reading levels. Teachers may refer to or utilize the standards in this strand to support differentiated instruction for readers as appropriate. |

## **Developing Skilled Readers and Building Reading Stamina**

### **6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary **(Reading Fluency, K-12)**.
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
3. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**.
4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**.
5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies 3-12)**.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

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| **6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Students need to read a variety of grade-level complex texts to enhance their background knowledge, build their vocabulary, and engage in complex thinking. * Reading comprehension is supported through reading fluency. Fluent readers understand texts because they do not have to focus on individual words. This is achieved through the following:   + Accuracy: This occurs when students correctly identify words on the page, recognizing and decoding them correctly. Accuracy ensures understanding and helps to avoid misunderstandings in meaning and prevent errors.   + Automaticity: This occurs when students recognize words quickly and effortlessly because they do not need to sound them out. Automaticity allows students to focus on comprehension and understanding rather than decoding.   + Appropriate rate: This is the speed at which reading occurs; a reader’s speaking rate has to be suitable for understanding. Reading too quickly may result in missed details and reading too slowly may result in students losing the text’s overall meaning.   + Meaningful expression: This allows students to read with appropriate phrasing and emphasis to reflect meaning, mood, and tone. Students might read with different voices to express character dialogue or adjust expression to match their understanding of the text’s content and/or the author’s message.   + Confirm or self-correct: This occurs when students realize they are not understanding something or have mispronounced a word, they should take steps to fix the problem: going back to re-read, using context clues, or looking up unfamiliar words. * In sixth grade, students need to be able to read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 6-8 band.   + Students may have differing levels of readiness for grade-level, complex texts. Teachers can adjust instruction to meet varying levels of need through small groups and independent practice, providing additional resources or extensions for students who need them.   + Offering complex texts is important for students to learn new concepts and increase exposure to high level vocabulary, language, and content.   + See the Quantitative and Qualitative Analysis charts for determining text complexity in the Appendix of the 2024 English Standards of Learning. * In sixth grade, students need to be able to respond to texts through discussion and or writing, drawing several pieces of evidence and accurately quoting or paraphrasing ideas. This helps students use evidence to explain their ideas and/or convince others when supporting claims. Students should give reasons and examples as they support ideas and concepts found within grade-level complex texts.   + Teachers should help students develop textual analysis skills by identifying key themes and literary devices and showing students how to evaluate authorial choices. Model how to locate and interpret evidence that supports ideas.   + Teachers should also foster meaningful discussions by creating an environment in which students can take risks and feel comfortable sharing perspectives. Additionally, teachers should demonstrate active listening skills by providing opportunities for students to respond to each other’s ideas. * In sixth grade, students need to be able to engage in reading a series of conceptually related texts organized around topics. This helps students build and enhance background knowledge, understanding, and vocabulary. Teachers should encourage reading consistently over time, integrating reading activities into classroom practice daily. * Teachers should select sets of texts which are interconnected by theme, topic, or subject matter which explore various aspects or perspectives of the same concept.   + Apply knowledge acquired through reading to demonstrate comprehension, make connections, and show deeper understanding of new topics and ideas as introduced in class. * Reading strategies (e.g., summarizing, predicting, visualizing) can help students tackle a challenging text and support their comprehension.   + Teachers can model strategies by reading and thinking aloud. Teachers should provide opportunities for students to practice using reading strategies independently.   + Students may benefit from teachers providing explicit instruction about and modeling of reading strategies by showing students how to use them.   + Teachers should choose texts that include some challenging sections or passages where students may encounter difficulty and scaffold the reading experience by working through the text together by accessing background knowledge and highlighting vocabulary and concepts. |

## **Reading and Vocabulary**

## **6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.**

### **6.RV.1 Vocabulary Development and Word Analysis**

1. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
2. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
3. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
4. Use the relationship between particular words including synonyms and antonyms to better understand each word.
5. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
6. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.
7. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations and pronunciation.
8. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

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| **6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.** |
| * In order to build vocabulary, students need many exposures to new words in meaningful contexts over an extended period of time. Teachers should provide opportunities and encouragement for students to practice newly acquired vocabulary in reading, discussion, and writing. * General academic vocabulary includes terminology that students are likely to encounter in other subject areas and future study (e.g. compare, contrast, conflict, resolution, discuss, inform, evaluate, explain, persuade, analyze, etc.). * Content-specific vocabulary includes terminology related to the study of English (e.g. character, plot, theme, tone, hyperbole, etc.) as well as words that are specific to other disciplines (e.g., math, science, or history and social sciences). * By understanding how words are made up of common Greek and Latin roots and affixes, students can use their understandings of individual word parts to help them learn new words with similar constructions. * Using context and sentence structure means students build on their prior knowledge about the text and are able to apply that knowledge to understand the meanings of words or phrases. * When students build connections between known words, including synonyms and antonyms, they are deepening their understanding of the words in relation to each other. * In sixth grade, students are expected to explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification. * If students are comfortable using print and digital word-reference materials like dictionaries, glossaries, and thesauruses, they will be able to use them to clarify meanings and determine pronunciations, word origins, and derivations. This means they need to be able to locate the resource, find a word, and understand how to find specific information within an entry. |

## **Reading Literary Text**

**6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.**

### **6.RL.1 Key Ideas and Plot Details**

1. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
2. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
3. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
4. Explain how static and dynamic characters impact the plot.
5. Explain the role of the protagonist and antagonist on plot events.

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| **6.RL.1 Key Ideas and Plot Details** |
| * Understanding a theme enriches students’ comprehension, understanding, and appreciation of literature and also fosters critical thinking and effective communication skills. In sixth grade, students are expected to infer a theme by synthesizing plot details from across a section or whole text, using evidence to support their observations. * Examining the plot development of a story or drama allows the reader to analyze how the central conflict in a story or drama advances a story, creates suspense, and unfolds events. By sixth grade, students should be familiar with describing plot as a sequence of events that develops the central conflict, including initiating event, climax, and resolution (See 5.RL.1.B). In sixth grade, students may continue to describe plot developments by adding in the following:   + exposition- the introduction of the story, where characters and setting are introduced   + rising action- the main conflict develops and complications occur   + falling action- the events which are a result of the climax and lead to the resolution * By sixth grade, students should be familiar with identifying and analyzing conflicts and resolutions within a story or drama. In sixth grade, they should focus on differentiating between internal conflicts (individual vs. Self) and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology), explain how the different types of conflict impact character development and plot events. * By sixth grade, students should be familiar with character development (See 5.RL.2.A) and the ways in which an author develops a character. In sixth grade students should focus on identifying characters as static or dynamic and explaining how each type of character impacts plot events.   + A static character is a character who does not grow or change during the course of a story or drama. While these characters may experience plot events and other changes, they keep the same personality and viewpoint that they had at the beginning of the story.   + A dynamic character is a character who experiences significant internal changes or growth as a result of plot events or conflicts in the story. This growth can be immediate, upon reflection after an event or the resolution of a conflict, but more often occurs subtly as the story progresses. * Students should also focus on identifying the protagonist and antagonist in a story or drama and explaining their roles in the plot events.   + A protagonist is the main character or one of the major characters in a story or drama. The protagonist is the character driving the action and is central to the main conflict in the story. The protagonist is usually dynamic, making choices and taking actions that lead to personal growth.   + An antagonist is a character or force that is working against the protagonist’s goal in a story or drama. |

### **6.RL.2 Craft and Style**

1. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.
2. Explain elements of author’s style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.
3. Explain how an author develops the point of view (e.g.,first-person, third-person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.

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| **6.RL.2 Craft and Style** |
| * Examining author’s style allows readers to be able to increase comprehension, gain appreciation of the writer’s craft, and think critically about a text. * By sixth grade, students should be familiar with analyzing and interpreting patterns of sound in poetry, including rhyme, rhythm, alliteration, and consonance (See 5.RL.2.C). In sixth grade, students focus on recognizing the use of poetic elements (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) in both prose and poetry and describing the impact these choices have on the reader. * By sixth grade, students should be able to explain purposeful choices that an author has made with word choice, imagery, and figurative language to establish and develop tone.   + An author uses rich, precise language in order to clearly describe, add emotion, create mood, or to create a specific impact. An author’s word choice is one of the elements that conveys an author’s tone, or attitude toward the subject. When analyzing an author’s word choice students should consider the specific words the author uses and why he or she might have chosen those words and how these words convey the author's message or create a particular mood or tone.   + When examining an author’s use of figurative language (including simile, hyperbole, metaphor, and personification), students should explain the impact it has on a reader (e.g. adding emphasis, visual detail, emotion, creating a relationship). and how it helps to develop the tone of the text.   + When analyzing an author’s use of imagery, students should examine how authors use vivid descriptions that appeal to the five senses and how the imagery affects the overall tone of the text. * To explain how an author uses point of view (e.g. first-person, third-person limited, and third-person omniscient) to present the viewpoints of characters in a text, students need to be able to analyze how the author's choice of narrative perspective shapes the reader's understanding of the characters and the overall meaning of the text. Students need to also know how these perspectives influence the reader's understanding and interpretation of the text.   + As authors choose a point of view or multiple points of view, the plot, structure, sequence of events, and reading experience are influenced. Authors make point of view decisions in order to control how information is revealed to the reader.     - First-person point of view can provide personal experiences with a character’s thoughts, feelings, and motivations, but may limit understanding of other characters.     - Third-person limited point of view allows readers to know the thoughts of one character, while fostering empathy and understanding for that character. Third-person omniscient point of view provides a view of the text where readers are able to experience and consider multiple character perspectives. |

### **6.RL.3 Integration of Concepts**

1. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
2. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.

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| **6.RL.3 Integration of Concepts** |
| * In a literary text, individuals, settings, events, and ideas, often interact with and influence each other. When readers examine how these elements influence each other, they gain better understanding of the story as a whole.   + For example, a reader might notice that a particular event has a large impact on the plot, that the growth and development of a certain character is driving the plot events, that a specific idea within a story in influencing character motivations, or that the setting is key to the events of a story. * When readers compare and contrast similar literary fiction and nonfiction texts with similar topics or themes, they are able to develop a better understanding of each text while building connections between them. It is important for students to examine a variety of genres in order to increase exposure to a variety of techniques, themes, and ideas. As students analyze a variety of texts, they can also gain an appreciation for literary diversity.   + As students compare and contrast texts in different forms or genres (e.g., various genres of fiction, drama, poetry, and nonfiction), they should also consider how different genres approach similar themes and topics. This should include analyzing how chapters, scenes, or stanzas structure a text so that students can consider various approaches and purposes while evaluating the effectiveness of each author’s choices. |

## **Reading Informational Text**

**6.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### **6.RI.1 Key Ideas and Confirming Details**

1. Summarize texts, including their main idea(s) and how they are developed with specific details.
2. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific or technical texts (e.g., through examples or anecdotes).
3. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.

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| **6.RI.1 Key Ideas and Confirming Details** |
| * Summarizing a text is an important skill for communicating the most important ideas in an informational text. Students will need to differentiate main ideas from details, paraphrase those ideas into their own words, and synthesize those ideas into a shorter form. * Identifying and using organizational patterns or text structure (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) can help students to recognize what is most important in a text and lead them to more effective summaries. (For more information about organizational patterns, see 5.RI.2.A) * In focusing on describing how a key individual, event, or idea is introduced, illustrated, and elaborated within a text, students will better understand the writer’s craft in making their points in historical, scientific, or technical texts.   + Noticing and considering how different forms of elaboration (e.g., examples, anecdotes, statistics, and quotations from experts) will lead students to a better understanding of each text and build toward analysis of an author’s perspective.   + This examination of elaboration also allows students to think like writers, developing specific moves that they can emulate when trying to illustrate and elaborate ideas. * Considering how an argument is constructed and elaborated allows a reader to better understand the argument and its effectiveness. When students trace an argument, they determine the argument (thesis statement or main claim) and how that argument is supported with specific claims. This allows students to consider how well supported the claims are and to evaluate whether the author's argument is reliable and reasonable. |

### **6.RI.2 Craft and Style**

1. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and heading and subheadings).
2. Explain how an author’s word choice, organizational pattern, and language structure convey the author’s purpose.
3. Explain how an author establishes and conveys a perspective or purpose in an informational text.

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| **6.RI.2 Craft and Style** |
| * By sixth grade, students should be familiar with text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and heading and subheadings). In sixth grade, the focus shifts to author’s purpose, as students determine how text features support the reader’s comprehension. As students reflect on a text feature an author has included in order to determine its purpose, they are thinking about how it helps the reader to understand the text as a whole, which increases their own understanding and allows them to consider choices they might make as an author. * Examining the choices an author makes in constructing a text can help a reader determine the author’s purpose. In addition to what information is being shared, readers can also review how it is being shared by looking at the word choice, organizational pattern, and language structure.   + An author’s word choice can influence the overall tone, mood, and meaning of the text and can shape a reader’s interpretation of the ideas presented in the text.   + The organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) can affect how a reader understands an idea and/or argument.   + Language structure includes concepts like sentence length, variety, and complexity. These concepts impact how readers access and understand a text. * Determining an author’s purpose helps a reader to effectively consider the ideas and interpret the meaning and impact of the text the way an author intended.   + In order to analyze an author’s perspective or purpose in a text, students can consider various authors’ techniques including claims and supporting evidence, persuasive language, and fact/opinion. Another important skill for students is to examine the writing for evidence of an author’s beliefs, assumptions, and biases in order to determine how they may have influenced the message of the text. |

### **6.RI.3 Integration of Concepts**

1. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
2. Compare and contrast one author’s presentation of ideas or events with another’s identifying where the texts agree or disagree.

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| **6.RI.3 Integration of Concepts** |
| * Describing ideas within and between selections allows readers to better understand the content and purpose of each text and to consider how ideas can be shared in different ways for different purposes and different genres.   + Students can consider ideas within and between texts, including how specific sentences, paragraphs, or sections contribute to the development of ideas, by exploring a topic via a complex text set.   + To examine ideas within and between selections, students can compare and contrast ideas, describing similar or differing claims and determining how ideas are built within one text or across multiple texts. * When a reader reads multiple texts on a similar topic, they are able to identify where the author’s ideas/claims agree or disagree. This allows them to better evaluate the claims, evidence and reasoning being used while allowing them to evaluate each author’s viewpoint and potential biases. |

## **Foundations for Writing**

**See Kindergarten through grade five for the Foundations for Writing standards.**

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| **Foundations for Writing** |
| The Foundations for Writing strand contains the standards and skills related to handwriting and spelling. In middle school, students may be at varying writing levels. Teachers may refer to or utilize the standards in this strand to support differentiated instruction for writers as appropriate. |

## **Writing**

**6.W The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.**

### **6.W.1 Modes and Purposes for Writing**

1. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the character, event(s), and experience(s).
2. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
3. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.
4. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

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| **6.W.1 Modes and Purposes for Writing** |
| * By writing in response to grade level content and texts, sixth grade students continue to develop writing skills by writing narrative, expository, persuasive, and reflective compositions. This will allow them to develop communication and critical thinking skills while deepening their knowledge of the various types and purposes for writing.   + In sixth grade, students write narratives that entertain, share a personal experience, or alter an existing story by developing characters, plot, and experiences. This allows students to develop creativity and communication skills while improving their understanding of narrative texts. For example, students may rewrite a portion of a story from a different point of view, which allows them to develop greater understanding of how the point of view impacts a story.   + Students write expository texts to examine a concept, focusing on explaining ideas and information logically using text structures (e.g., description, comparison, etc.) to create an organized composition. As students practice expository writing, they explore and understand concepts in depth and develop the ability to synthesize information and to explain it clearly.   + In sixth grade, students write persuasive texts, including media messages, that attempt to convince readers to adopt a specific viewpoint or take a particular action. As students develop their persuasive writing skills, they focus on defining clear claims and supporting them with clear reasons and evidence in a logical sequence.   + Students should also write reflective texts in response to reading in order to demonstrate their thinking. Students can express opinions, reactions, and emotional responses to the texts, but they should also reflect on these insights and explain their thinking with details, examples, and evidence from the text. As students write reflective responses to texts, they ability to express themselves and to explain their thinking. |

### **6.W.2 Organization and Composition**

1. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
2. Composing a thesis statement that focuses the topic and introduces the piece clearly.
3. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
4. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
5. Using transitions to show relationships between ideas, signal a shift or change in the writer’s thoughts, and make sentences clearer.
6. Selecting vocabulary and information to enhance the central idea, tone, and voice.
7. Expanding and embedding ideas to create sentence variety.
8. Providing a concluding statement or section.

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| **6.W.2 Organization and Composition** |
| * As students generate and organize ideas using the writing process (e.g., planning, drafting, revising, editing), they learn to develop and organize their ideas. Students should be given a variety of opportunities to plan (e.g., outline, brainstorm), draft (e.g., compose a written first draft anticipating mistakes and corrections), revise (e.g., add, remove, or rearrange ideas), and edit (e.g., proofread for grammar, punctuation, and spelling). * In sixth grade, students should generate ideas, organize, write, and refine multi-paragraph texts, with a focus on elaboration and unity, including the following:   + Students should compose a thesis statement that focuses their topic by expressing the purpose of the text and establishing a central idea. Students should maintain an organized structure that incorporates evidence and that fits the form and topic. Within that structure, students should elaborate clearly and support ideas with relevant facts, definitions, details, quotations, and examples.   + By sixth grade, students should be comfortable using transition words to link sentences and paragraphs. In sixth grade, students should use transitions to show relationships between ideas, to signal a shift, or to make sentences clearer.   + In sixth grade, students should also begin to focus on making specific word choices and selecting information that will allow them to enhance the central idea, tone (attitude), and voice (writer’s unique style) of their writing. Students should also begin to focus on expanding and embedding ideas by varying their use of simple, compound, and complex sentences (see 6.LU.1) to engage their readers by creating variety and rhythm in their writing.   + By sixth grade, students should create a concluding statement or conclusion paragraph that enhances the central idea by summarizing main points and adding closure for the reader. |

### **6.W.3 Usage and Mechanics**

1. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
2. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

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| **6.W.3 Usage and Mechanics** |
| * In sixth grade, students continue to master concepts of grammar, punctuation, and language use and refine their own writing based on those understandings. This allows students to communicate their messages and information more clearly and enhances their writing. * By sixth grade, students should be comfortable with revising with support from peers or adults for quality of ideas, organization, sentence fluency, and precise word choice. In sixth grade, students should revise with more independence, focusing on the following:   + Clarity of content- how easily a reader can understand the message and/or information in a written text. In order to have clarity of content, students can present ideas and information in a clear and straightforward manner.   + Word choice- the specific selection of words and phrases in writing that helps to convey a specific message and/or tone.   + Sentence variety- refers to different sentence types (e.g., simple, compound, complex). Sentence variety creates interest and rhythm in writing and helps to effectively engage the reader.   + Transitions between paragraphs- refers to how connections among various paragraphs can support coherence. Transitions among paragraphs help readers follow ideas and meaning in written texts. * In sixth grade, students should have opportunities to self-and-peer edit writing, by finding and correcting errors in capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. |

## **Language Usage**

**6.LU The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### **6.LU.1 Grammar**

1. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.
2. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.
3. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
4. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.
5. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.

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| **6.LU.1 Grammar** |
| * In sixth grade, students must use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. These concepts are essential to speaking and writing effectively as students improve clarity and sophistication of communication. * By sixth grade, students are familiar with simple and compound sentences (see 4.LU.1.A) and the idea of expanding, combining, and reducing sentences in order to improve meaning, create interest, or improve style.   + In sixth grade, students need to be able to construct simple, compound, and complex sentences with the goal of communicating more clearly and keeping readers engaged by adding variety.     - A complex sentence has one independent clause and at least one dependent clause which cannot stand alone as a complete sentence typically using a subordinating conjunction (e.g., since, while, although etc.). * By sixth grade, students are familiar with pronouns and can ensure that they agree with nouns in number and gender. In sixth grade, students need to be able to use pronouns-antecedent agreement, including indefinite and reflexive pronouns to ensure clarity for readers. An indefinite pronoun refers to a general, non-specific, or unknown person, thing, group, or amount (e.g., everyone, much, either, etc.). A reflective pronoun, which ends in -self or -selves, reflects back to the subject of the sentence and reflects the action of the verb. * By sixth grade, students need to be able to use adverbs to express time, frequency, degree, and level of certainty (see 5.LU.1.B). In sixth grade, students use adverbs to express manner and place. Using adverbs to modify verbs, adjectives, and other adverbs allows students to be more precise and detailed when speaking and writing. * Using phrases and clauses within a sentence effectively allows a writer/speaker to create variety and build interest while writing and speaking. As students create sentences using phrases and clauses, they must ensure that they are placing them strategically in order to enhance meaning and eliminate confusion. Students also need to make sure they are applying subject-verb agreement, especially when a phrase or clause intervenes, or comes between, the subject and the verb. * By sixth grade, students should be able to form and use regular and irregular verbs. In sixth grade, students should form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences in order to refine their writing and eliminate confusion. |

### **6.LU.2 Mechanics**

1. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
2. Use and punctuate dialogue and direct quotations appropriately in writing.
3. Recognize and consistently spell frequently used words accurately.
4. Consult reference materials to check and correct spelling.

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| **6.LU.2 Mechanics** |
| * Constructing complete sentences with appropriate punctuation allows students to maintain clarity and comprehension of their intended message. By sixth grade, students should effectively use commas and ending punctuation to create simple, compound, and complex sentences while avoiding run-ons and comma splices.   + A comma splice occurs when a writer incorrectly joins two independent clauses with only a comma (and no coordinating conjunction).   + A run-on sentence occurs when a sentence incorrectly connects clauses. * When including dialogue or direct quotations into writing, students need to make sure to incorporate them correctly with the appropriate punctuation. This will allow the reader to identify spoken language in a narrative and direct quotations from the author’s ideas. * By sixth grade, students should be comfortable using commas and quotation marks to indicate dialogue in writing (see 5.LU.2.B) In sixth grade, students need to be able to correctly use and punctuate direct quotations in their writing by applying quotation marks, commas, and punctuation marks. * In sixth grade, students need to be able to consistently spell frequently used words correctly in order to enhance their writing and eliminate misunderstandings. * To check and/or correct spelling, students may consult digital and print reference materials (e.g., dictionary, thesaurus, etc.). Correctly spelling words is important for writing because it allows for accuracy and supports students’ attention to detail. |

## **Communication and Multimodal Literacies**

**6.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **6.C.1 Communication, Listening, and Collaboration**

1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
2. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
3. Working respectfully by building on others’ ideas and showing value for others’ ideas and contributions.
4. Asking relevant questions to clarify others’ perspectives.
5. Communicating agreement or tactful disagreement with others’ ideas, using carefully constructed responses.
6. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
7. Evaluating the effectiveness of participant interactions and one’s own contributions to the collaborative work.

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| **6.C.1 Communication, Listening, and Collaboration** |
| * Effective oral communication and collaborative skills are important in building a community of learners that are able to process, understand, and interpret subject matter as a group. In sixth grade, students need to be able to continue to develop oral communication and collaboration skills as they work within their community of learners, processing, understanding, and interpreting content. This type of collaborative work will foster important skills needed for teamwork, critical thinking, and collective problem-solving. This means students should regularly engage in sustained collaborative discussions with peers about grade level texts and topics. * When discussions follow clear guidelines that are agreed upon by the group, all students can contribute more comfortably and know that their ideas will be heard as they work toward meeting the goals of the conversation. Students should listen actively through both verbal and nonverbal communication, including paying attention, contributing ideas, and showing respect. * When students participate in respectful discussions and collaborative work, they listen to each other with the intent to understand, show value for other students’ ideas, and ask questions to clarify meaning. Students need to be able to paraphrase and summarize ideas being discussed and support those ideas with evidence, examples, and details.   + This will ensure that students maintain focus on the topic and encourage depth of conversation and analysis. Students can communicate agreement and tactful disagreement with ideas, using carefully constructed responses.   + Students will learn to communicate agreement and disagreement respectfully, as it allows them to explore alternative viewpoints and encourages continued contributions, and builds understanding. * Students should evaluate how effectively group members communicate, collaborate, and engage with each other during discussion and collaborative work, while self-evaluating their own contributions. This will allow them to reflect on possible goals for improvement and consider needed changes in agreed-upon rules. |

### **6.C.2 Speaking and Presentation of Ideas**

1. Report orally on a topic or present an opinion. This includes:
   1. Clearly communicating information in an organized or succinct manner.
   2. Providing evidence to support the main idea.
   3. Using language, vocabulary, and style appropriate to the audience, topic, and purpose.
   4. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
   5. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.
   6. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).
   7. Referencing source material as appropriate during the presentation.

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| **6.C.2 Speaking and Presentation of Ideas** |
| * Effective speaking and the presentation of ideas are skills that are paramount in enabling a person to communicate successfully. In sixth grade, students need to be able to report orally on a topic or present an opinion. * In order to clearly communicate information, students should present in an organized and concise manner, providing evidence to support their main ideas. Being able to communicate information clearly and logically allows students to ensure that their audience is engaged and understands their presentation. * In order to select vocabulary, language and style that is appropriate, students should consider the audience, topic and purpose of oral presentations. Selecting appropriate language ensures effective communication and enhances audience engagement. * Students should use verbal communications, such as appropriate volume, tone, and enunciation to support their presentation. Attention to verbal communication will ensure that a student’s message is heard clearly by the audience, increasing understanding and engagement. * As students engage with a use a variety of sources, they should learn to cite and acknowledge the sources used in a presentation. This skill helps students avoid plagiarism and provides credibility to presented work. Properly citing sources demonstrates integrity and engages they audience by allowing for further understanding and exploration. |
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### **6.C.3 Integrating Multimodal Literacies**

1. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
2. Craft and publish audience-specific media messages that present claims and findings in a logical sequence.

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| **6.C.3 Integrating Multimodal Literacies** |
| * *Integrating multimodal literacies* involves flexibility in the way information is received and helps explain information using different methods of communication. By sixth grade, students should be comfortable selecting, organizing, and creating presentations that include multimedia components and visual displays. In sixth grade, students need to be able to use their media and visual literacy skills to create multimodal content that clearly communicates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).   + By creating organized, engaging multimodal presentations, students are able to practice creative and critical thinking skills and offer flexibility in presentation style, while also increasing audience engagement and comprehension of their topic and purpose. * When crafting media messages, students should consider the goals and objectives of the overall message and how best to deliver the message to a specific audience. Crafting messages that target a specific audience ensures that the presentation’s content is relevant and engaging. * In sixth grade, students need to be able to create media messages that present claims and findings in an organized manner. Logically sequencing ideas in a presentation will allow students to ensure that their message is understood by the audience. |

### **6.C.4 Examining Media Messages**

1. Interpret information presented in diverse media formats and explain how it contributes to the topic.
2. Explain how media messages are intentionally constructed to impact a specific audience.
3. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.

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| **6.C.4 Examining Media Messages** |
| * *Examining media messages* encourages critical thinking, promotes knowledge of media literacy and cultivates careful scrutiny of media misinformation. * As students enhance their communication skills, they should also examine media messages in a variety of formats in order to understand how they are constructed and to analyze their effectiveness.   + In interpreting the information in media, students should be able to explain how individual details work together to create a message about the topic.   + As students develop the ability to interpret information in media, they will become more strategic, active consumers of information. * In sixth grade, students should explain the characteristics and analyze the effectiveness of a variety of media messages.   + Students should be able to explain how media messages are intentionally created to target a specific audience by deconstructing them, considering various elements of media literacy (e.g., authorship, format, audience, content, purpose).   + Students can determine the effectiveness of a message by considering the results and overall impact the message would have on the target audience, including how it may or may not influence thoughts, decisions, and actions.   + Examining media helps students to critically evaluate information they encounter and make informed decisions. |

## **Research**

**6.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.**

### **6.R.1 Evaluation and Synthesis of Information**

1. Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.
2. Collect information from multiple sources, using search terms effectively.
3. Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
4. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
5. Organize and share findings in formal and informal oral or written formats.
6. Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).
7. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

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| **6.R.1 Evaluation and Synthesis of Information** |
| * In sixth grade, students need to be able to conduct research, and read a series of conceptually related texts on a topic, allowing them to build background knowledge on grade level content and texts, solve problems, and support cross-curricular learning. To do this, students need to be able to develop and revise research questions, evaluate sources and gather information, organize and synthesize information, cite sources, and demonstrate ethical use of all sources. * By sixth grade, students need to be able to formulate research questions that help narrow a topic and revise them when needed (See 5.R.1.A). In sixth grade, students need to be able to continue to develop narrowly focused research questions about a topic and are also expected to refocus their topic of inquiry when needed. When students craft effective research questions, they are more able to focus their research and to determine the success of their information gathering, refocusing when needed. * Students should be able to use search terms effectively as they collect information from multiple primary, secondary, digital, and print sources. They should also evaluate each source for relevance, usefulness, validity, and credibility as they gather and synthesize information. When students consider a larger variety of sources and gauge the quality of information provided, they are able to determine which information will help them develop their projects. * By sixth grade, students need to be able to develop notes that include important concepts, summaries, and identification of sources (5.R.1.D). In sixth grade, students will develop notes that focus on important concepts, including summaries, quotations, and paraphrased research. As students take notes with paraphrased and quoted information, they will have more specific evidence to use when creating their research product. * As students organize and share their findings, they learn to effectively present their research in various formats (e.g., multimodal presentations, reports, informal discussions). Being able to clearly present ideas and findings is a communication skill necessary for different academic and personal endeavors. * Sixth grade students should6 avoid plagiarism by giving credit for paraphrased or quoted information using standard citations (e.g., author, article, title, webpage, and publication date).   + Citing sources properly allows students to give credit to the author(s), adds strength and authority to their own work and allows for further investigation of cited sources.   + To demonstrate ethical use of sources, including the Internet, Artificial Intelligence (AI), and new technologies, students should respect copyright laws and intellectual property rights. This means students demonstrate honesty, integrity, and respect throughout the research process. |