

**English Language Arts (ELA)
Grade-Level Expectations: Sixth Grade**

Reading and Responding

Standard 1:

1. Identify word meanings using a variety of strategies, including:
 - using context clues (e.g., definition, restatement, example, contrast)
 - using structural analysis (e.g., roots, affixes)
 - determining word origins (etymology)
 - using knowledge of idioms
 - explaining word analogies (ELA-1-M1)
2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1)
3. Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1)
4. Identify and explain story elements, including:
 - theme development
 - character development
 - relationship of word choice and mood
 - plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)
5. Identify and explain literary and sound devices, including:
 - foreshadowing
 - flashback
 - imagery
 - onomatopoeia (ELA-1-M2)
6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:
 - comic strips
 - editorial cartoons
 - speeches (ELA-1-M3)
7. Explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4)

Standard 6:

8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1)
9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2)
10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:
 - fiction (e.g., myths, historical fiction)
 - nonfiction (e.g., newspaper articles, magazine articles)
 - poetry (e.g., lyric, narrative)
 - drama (e.g., short plays) (ELA-6-M3)

Standard 7:

11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - sequencing events and steps in a process
 - summarizing and paraphrasing information
 - identifying stated or implied main ideas and supporting details
 - comparing and contrasting literary elements and ideas
 - making simple inferences and drawing conclusions

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- predicting the outcome of a story or situation
 - identifying literary devices (ELA-7-M1)
12. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
 13. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)
 14. Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)
 15. Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts (ELA-7-M3)
 16. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - skimming/scanning
 - distinguishing facts from opinions and probability (ELA-7-M4)

Writing

Standard 2:

17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
 - an established central idea
 - organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic
 - elaboration (e.g., fact, examples, and/or specific details)
 - transitional words and phrases that unify ideas and points
 - an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)
18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
19. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
 - word choices (diction) appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality)
 - variety in sentence structure (ELA-2-M2)
20. Develop grade-appropriate compositions applying writing processes such as the following:
 - selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)
 - drafting
 - conferencing (e.g., peer, teacher)
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using technology (ELA-2-M3)

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21. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)
22. Use the various modes to write compositions, including:
 - comparison/contrast
 - essays based on a stated opinion (ELA-2-M4)
23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5)
24. Write for various purposes, including:
 - business letters that include a heading, inside address, salutation, body, and signature
 - evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons
 - text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6)

Writing/Proofreading

Standard 3:

25. Use standard English punctuation, including:
 - hyphens to separate syllables of words and compound adjectives
 - commas and coordinating conjunctions to separate independent clauses in compound sentences
 - colons after salutation in business letters (ELA-3-M2)
26. Capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2)
27. Write paragraphs and compositions following standard English structure and usage, including:
 - possessive forms of singular and plural nouns and pronouns
 - regular and irregular verb tenses
 - homophones (ELA-3-M3)
28. Apply knowledge of parts of speech in writing, including:
 - prepositional phrases
 - interjections for emphasis
 - conjunctions and transitions to connect ideas (ELA-3-M4)
29. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)
30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Speaking and Listening

Standard 4:

31. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
32. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
33. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
34. State oral directions/procedures for tasks (ELA-4-M2)
35. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
36. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
37. Demonstrate active listening strategies for various purposes, including:

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- viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation
 - summarizing the main points of a speaker's message, including supporting details and their significance (ELA-4-M4)
38. Deliver oral presentations and responses, including:
- a research-based presentation
 - formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4)
39. Evaluate media for various purposes, including:
- text structure
 - images/sensory details
 - support for main position
 - background information
 - opinions vs. facts
 - sequence of ideas and organization (ELA-4-M5)
40. Participate in group and panel discussions, including:
- explaining the effectiveness and dynamics of group process
 - applying agreed-upon rules for formal and informal discussions
 - assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Information Resources

Standard 5:

41. Locate and select information using organizational features of grade-appropriate resources, including:
- complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)
 - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
 - frequently accessed and bookmarked Web addresses
 - organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) (ELA-5-M1)
42. Locate and integrate information from grade-appropriate resources, including:
- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
 - electronic sources (e.g., Web sites, databases)
 - other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)
43. Identify sources as primary and secondary to determine credibility of information (ELA-5-M2)
44. Locate, gather, and select information using data-gathering strategies, including:
- surveying
 - interviewing
 - paraphrasing (ELA-5-M3)
45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
- visual representations of data/information
 - graphic organizers (e.g., outlines, timelines, charts, webs)
 - bibliographies (ELA-5-M3)
46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4)

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47. Give credit for borrowed information following acceptable-use policy, including:
 - integrating quotations and citations
 - using endnotes
 - creating bibliographies and/or works cited lists (ELA-5-M5)
48. Interpret information from a variety of graphic organizers , including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)