



## ***English Language Arts State Standards Grade 6***

Sixth grade students analyze and summarize literature and informational text objectively. They produce a variety of clear and coherent writing, including research projects, and use technology to publish the work. When presenting, students place descriptions, facts, and details in a logical order and include multimedia components.

### ***Reading - Literature / Fiction The student can ...***

- cite evidence from the text to analyze explicit meaning and support inferences.
- determine the theme/central idea of a story, drama or poem and explain how it is conveyed through details.
- summarize the text apart from personal opinions or judgments.
- describe how a plot unfolds in a series of episodes; explain how the characters change as the plot advances.
- determine the figurative and connotative meaning of words; analyze the impact of word choice on tone and meaning.
- explain how a particular sentence, chapter, scene, or stanza develops the theme, setting, or plot.
- explain how an author develops the point of view of the narrator/speaker in a text.
- compare/contrast the experience of reading a text with listening to or viewing an audio or visual version.
- compare/contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) on their treatment of similar themes or topics.
- proficiently read and comprehend stories, drama and poetry of appropriate complexity for grades 6-8.

### ***Reading - Informational Text / Nonfiction The student can ...***

- cite evidence from the text to analyze explicit meaning and support inferences.
- determine a central idea & explain how it is conveyed through details; summarize the text objectively.
- analyze how a key individual, event or idea is introduced and elaborated (e.g., through anecdotes).
- determine the figurative, connotative, and technical meanings of words.

- explain how a particular sentence, paragraph, or section fits into the overall structure and develops ideas.
- determine an author's point of view or purpose and explain how it is conveyed in the text.
- integrate information from reading and audio/visual formats to develop a coherent understanding of a topic.
- trace and evaluate specific claims in a text; determine if claims are supported by reasons or not.
- compare/contrast one author's presentation of events with that of another (e.g., memoir & biography).
- proficiently read and comprehend literary nonfiction of appropriate complexity for grades 6-8.

***Writing - Opinion***

***The student can ...***

- write arguments which (a) introduce claim(s) and clearly organize the reasons & evidence, (b) support claim(s) with clear reasons & relevant evidence, using credible sources, (c) use words, phrases and clauses to show relationships among claim(s) and reasons, (d) establish & maintain a formal style, and (e) provide a conclusion that follows logically from the argument.

***Writing - Informative***

***The student can ...***

- write informative/explanatory texts which (a) introduce a topic/thesis statement and organize ideas and information using strategies such as classification, comparison/contrast, cause/effect, formatting (e.g., headings), graphics, and multimedia, (b) develop the topic with relevant facts, concrete details, definitions, quotations, and examples, (c) use transition words to clarify relationships among ideas, (d) use precise, subject-specific language, (e) establish & maintain a formal style and (f) provide a logical conclusion.

***Writing - Narrative***

***The student can ...***

- write real or imagined narratives which (a) establish a context, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally, (b) use narrative techniques (e.g., dialogue, description, pacing) to develop events, experiences and/or characters, (c) use a variety of transition words and phrases to manage sequence and signal shifts from one time frame or setting to another, (d) use precise words, descriptive details and sensory language to convey experiences/events, and (e) provide a conclusion that follows from the narrated events/experiences.

## **Writing**

### **The student can ...**

- produce clear & coherent writing with development, organization, and style that are appropriate to task, purpose and audience; write routinely over extended time frames (e.g., for research) & shorter time frames.
- develop & strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- use technology, including the Internet, to produce and publish writing and to collaborate with others.
- demonstrate a command of keyboarding skills to type a minimum of three pages in a single sitting.
- conduct short research projects to answer a question using several sources.
- gather relevant information from multiple sources (print & digital), assess the credibility of each source, and quote or paraphrase from sources while avoiding plagiarism; provide basic bibliographic information.
- draw evidence from texts to support analysis, reflection and research; apply the Grade 6 Reading standards to fiction and literary nonfiction (e.g., compare/contrast texts addressing similar themes).

## **Speaking and Listening**

### **The student can ...**

- engage effectively in collaborative discussions with diverse partners (one-on-one, in groups, adult-led), expressing ideas clearly & building on the ideas of others.
- follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- pose and respond to specific questions with elaboration and detail.
- demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- interpret information from auditory, visual or media sources and explain its value to a topic or text.
- explain a speaker's argument and claims; determine whether each claim is supported by reasons & evidence.
- plan and deliver an informative/explanatory presentation that (a) develops a topic with relevant facts, definitions and concrete details, (b) uses appropriate transitions to clarify relationships, (c) uses precise language and domain-specific vocabulary, and (d) provides a strong conclusion.
- use appropriate eye contact, adequate volume, clear pronunciation & nonverbal elements to present ideas.
- include multimedia components (e.g., graphics, music) and visual displays in presentations.
- adapt speech to a variety of contexts, demonstrating command of formal English when appropriate.

## ***Language***

### ***The student can ...***

- use all pronouns correctly (subjective, objective, possessive, reflexive, intensive).
- recognize and correct vague pronouns and inappropriate shifts in pronoun number and person.
- recognize non-standard English in writing and speaking and use strategies to improve expression.
- use correct capitalization, punctuation, and spelling, including punctuation (commas, parentheses, dashes) to set off parenthetical elements.
- vary sentence patterns for meaning, style and reader/listener interest.
- interpret figures of speech (e.g., similes, metaphors, personification, hyperbole) in context.
- use the relationship between particular words (e.g., cause/effect, part/whole) to better understand both.
- distinguish among the connotations of words with similar denotations (e.g., stingy, economical, thrifty).
- acquire and accurately use grade-appropriate academic verbs (e.g., interpret, demonstrate, cite) and subject-specific words (e.g., density, climate, immigrant, economy).