

# Grade 6

Adopted 2017

The student develops oral language through listening, speaking, and discussion. 6.1

- A. listen actively to interpret a message, ask clarifying questions, and respond appropriately; 6.1.A
- B. follow and give oral instructions that include multiple action steps; 6.1.B
- C. give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and 6.1.C
- D. participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. 6.1.D

The student uses newly acquired vocabulary expressively. 6.2

- A. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; 6.2.A
- B. use context such as definition, analogy, and examples to clarify the meaning of words; and 6.2.B
- C. determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. 6.2.C

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The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. 6.5

- A. establish purpose for reading assigned and self-selected text; 6.5.A
  - B. generate questions about text before, during, and after reading to deepen understanding and gain information; 6.5.B
  - C. make, correct, or confirm predictions using text features, characteristics of genre, and structures; 6.5.C
  - D. create mental images to deepen understanding; 6.5.D
  - E. make connections to personal experiences, ideas in other texts, and society; 6.5.E
  - F. make inferences and use evidence to support understanding; 6.5.F
  - G. evaluate details read to determine key ideas; 6.5.G
  - H. synthesize information to create new understanding; and 6.5.H
  - I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 6.5.I
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The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 6.6

- A. describe personal connections to a variety of sources, including self-selected texts; 6.6.A
  - B. write responses that demonstrate understanding of texts, including comparing sources within and across genres; 6.6.B
  - C. use text evidence to support an appropriate response; 6.6.C
  - D. paraphrase and summarize texts in ways that maintain meaning and logical order; 6.6.D
  - E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 6.6.E
  - F. respond using newly acquired vocabulary as appropriate; 6.6.F
  - G. discuss and write about the explicit or implicit meanings of text; 6.6.G
  - H. respond orally or in writing with appropriate register, vocabulary, tone, and voice; and 6.6.H
  - I. reflect on and adjust responses as new evidence is presented. 6.6.I
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The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 6.7

- A. infer multiple themes within and across texts using text evidence; 6.7.A
- B. analyze how the characters' internal and external responses develop the plot; 6.7.B
- C. analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and 6.7.C
- D. analyze how the setting, including historical and cultural settings, influences character and plot development. 6.7.D

The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 6.8

- A. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; 6.8.A
- B. analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms; 6.8.B
- C. analyze how playwrights develop characters through dialogue and staging; 6.8.C
- D. analyze characteristics and structural elements of informational text, including:
  - i. the controlling idea or thesis with supporting evidence; 6.8.D.I
  - ii. features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and 6.8.D.II
  - iii. organizational patterns such as definition, classification, advantage, and disadvantage; 6.8.D.III
- E. analyze characteristics and structures of argumentative text by:
  - i. identifying the claim; 6.8.E.I
  - ii. explaining how the author uses various types of evidence to support the argument; 6.8.E.II
  - iii. identifying the intended audience or reader; and 6.8.E.III
- F. analyze characteristics of multimodal and digital texts. 6.8.F

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. 6.9

- A. explain the author's purpose and message within a text; 6.9.A
- B. analyze how the use of text structure contributes to the author's purpose; 6.9.B
- C. analyze the author's use of print and graphic features to achieve specific purposes; 6.9.C
- D. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; 6.9.D
- E. identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; 6.9.E

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**F. analyze how the author's use of language contributes to mood and voice; and** 6.9.F

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**G. explain the differences between rhetorical devices and logical fallacies.** 6.9.G

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The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 6.10

**A. plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;** 6.10.A

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**B. develop drafts into a focused, structured, and coherent piece of writing by:** 6.10.B

- i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and 6.10.B.I
  - ii. developing an engaging idea reflecting depth of thought with specific facts and details; 6.10.B.II
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**C. revise drafts for clarity, development, organization, style, word choice, and sentence variety;** 6.10.C

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**D. edit drafts using standard English conventions, including:** 6.10.D

- i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 6.10.D.I
  - ii. consistent, appropriate use of verb tenses; 6.10.D.II
  - iii. conjunctive adverbs; 6.10.D.III
  - iv. prepositions and prepositional phrases and their influence on subject-verb agreement; 6.10.D.IV
  - v. pronouns, including relative; 6.10.D.V
  - vi. subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; 6.10.D.VI
  - vii. capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; 6.10.D.VII
  - viii. punctuation marks, including commas in complex sentences, transitions, and introductory elements; and 6.10.D.VIII
  - ix. correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and 6.10.D.IX
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**E. publish written work for appropriate audiences.** 6.10.E

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The student uses genre characteristics and craft to compose multiple texts that are meaningful. 6.11

**A. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;** 6.11.A

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**B. compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; 6.11.B**

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**C. compose multi-paragraph argumentative texts using genre characteristics and craft; and 6.11.C**

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**D. compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. 6.11.D**

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The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. 6.12

**A. generate student-selected and teacher-guided questions for formal and informal inquiry; 6.12.A**

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**B. develop and revise a plan; 6.12.B**

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**C. refine the major research question, if necessary, guided by the answers to a secondary set of questions; 6.12.C**

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**D. identify and gather relevant information from a variety of sources; 6.12.D**

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**E. differentiate between primary and secondary sources; 6.12.E**

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**F. synthesize information from a variety of sources; 6.12.F**

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**G. differentiate between paraphrasing and plagiarism when using source materials; 6.12.G**

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**H. examine sources for: 6.12.H**

i. reliability, credibility, and bias; and 6.12.H.I

ii. faulty reasoning such as hyperbole, emotional appeals, and stereotype; 6.12.H.II

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**I. display academic citations and use source materials ethically; and 6.12.I**

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**J. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 6.12.J**

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