
English Language Arts: Grade 6

During the sixth-grade year, students apply skills they learned in earlier grades to make sense of longer, more challenging texts. They identify ways in which authors try to influence readers and find evidence in the text to support ideas. They identify and interpret figurative language and words with multiple meanings. They begin to recognize the origins and meanings of frequently used foreign words in English, such as “enchilada” (Spanish), “lasagna” (Italian), and “delicatessen” (German). They read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to read autobiographies. They do critiques of both informational and literary writing. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views.

By the end of Grade Six, students are expected to be reading “At the Standard” (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate levels.

Strand: 6E1: Reading

Standard: 6E1a: Word Recognition, Fluency, and Vocabulary Development
Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Component: 6E1a.1: Decoding and Word Recognition
Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately with appropriate timing, changes in voice, and expression.

Component: 6E1a.2: Vocabulary and Concept Development
Identify and interpret figurative language (*including similes, comparisons that use like or as, and metaphors, implied comparisons*) and words with multiple meanings.
Example: Understand the different meanings of the word primary when used in sentences, such as the following: Tom is a student at the local primary school. Betsy’s mother decided to run for a seat on the city council but lost in the primary election. Understand descriptive metaphors, such as: The city lay under a blanket of fog.

6E1a.3: Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
Example: Understand foreign words that are often used in English such as enchilada (Spanish), lasagna (Italian), and delicatessen (German).

6E1a.4: Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

6E1a.5: Understand and explain slight differences in meaning in related words.
Example: Explain the difference when something is described as large and when something is described as enormous.

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- Standard:** **6E1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.
- Component:**
- 6E1b.1:** **Structural Features of Informational and Technical Materials**
Identify the structural features of popular media (*such as newspapers, magazines, online information*) and use the features to obtain information.
Example: Do a keyword search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.
- 6E1b.2:** Analyze text that uses a compare-and-contrast organizational pattern.
Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.
- Component:**
- 6E1b.3:** **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**
Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.
Example: Read about another culture in a magazine such as Cricket or National Geographic then compare what was learned to descriptions of other peoples and cultures in other reading sources.
- 6E1b.4:** Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
Examples:
1. *Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read.*
2. *Read an informational book and summarize the main ideas.*
- 6E1b.5:** Follow multiple-step instructions for preparing applications.
Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, or another extra-curricular organization.
- Component:**
- 6E1b.6:** **Expository (Informational) Critique**
Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.
Example: In reading, such books as Amelia Earhart: Courage in the Sky by Mona Kerby or Charles Lindberg and The Spirit of St. Louis by Zachary Kent, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that the author presents.
- 6E1b.7:** Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
Example: After reading about Leonardo da Vinci, describe his greatest achievements.

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6E1b.8: Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.

Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.

6E1b.9: Identify problems with an author's use of figures of speech, logic, or reasoning (*such as assumption and choice of facts or evidence*).

Standard:

6E1c: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas and other genres.

Component:

Structural Features of Literature

6E1c.1: Identify different types (*genres*) of fiction and describe the major characteristics of each form.

Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.

Component:

Analysis of Grade-Level-Appropriate Literary Text

6E1c.2: Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

Example: Analyze how a character's qualities impact the plot's resolution of conflict such as in Journey to the Center of the Earth by Jules Verne, when the character Professor Lidenbrock deals with a psychological as well as a physical quest.

6E1c.3: Analyze the influence of the setting on the problem and its resolution.

Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book The Watsons Go to Birmingham – 1963 by Christopher Paul Curtis, in which an African American family from Michigan goes to visit relative in Alabama in the summer of 1963.

6E1c.4: Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, (*repetition of sounds, such as wild and woolly or threatening throngs*), and rhyme.

Example: Describe the features of a poem such as Mother to Son by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.

6E1c.5: Identify the speaker and recognize the difference between first-person (*the narrator tells the story from the "I" perspective*) and third-person (*the narrator tells the story from an outside perspective*) narration.

Example: Read books such as Bearstone by Will Hobbs or The Prince and the Pauper by Mark Twain to compare the perspective of a first-person versus a third-person narrator.

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6E1c.6: Identify and analyze features of themes conveyed through characters, actions, and images.

Example: Analyze the way a theme, such as loyalty, is developed throughout a book.

6E1c.7: Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.

Examples:

1. *Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace*
2. *Imagery: the use of language to create vivid pictures in the reader's mind*
3. *Metaphor: an implied comparison in which a word or phrase is used in place of another such as 'He was drowning in money.'*

6E1c.8: Identify the main problem or conflict of the plot and explain how it is resolved.

Component:

Literary Criticism

6E1c.9: Critique the believability of characters and the degree to which a plot is believable or realistic.

Example: Read myths such as Jason and the Argonauts and discuss the believability of the characters and plots as compared to realistic fiction.

Strand:

6E2: Writing

Standard:

6E2a: Processes and Features

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Component:

Organization and Focus

6E2a.1: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

6E2a.2: Choose the form of writing that best suits the intended purpose.

6E2a.3: Write informational pieces of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, and conclude with a detailed summary linked to the purpose of the composition.

6E2a.4: Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

Component:

Research Process and Technology

6E2a.5: Use grade-level-appropriate note-taking skills when completing research for writing.

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6E2a.6: Use organizational features of electronic text (*on computers*), such as bulletin boards, databases, keyword searches, and e-mail addresses to locate information.

6E2a.7: Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.

Component:

Evaluation and Revision

6E2a.8: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

6E2a.9: Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6E2a.10: Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Standard:

6E2b: Applications (Different Types of Writing and Their Characteristics)

At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 6E2a: Writing Processes and Procedures. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component:

Writing Application

6E2b.1: Write narratives that establish and develop a plot and setting, present a point of view that is appropriate to the stories, include sensory details and clear language to develop plot and character and use a range of narrative devices, such as dialogue or suspense.

Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.

6E2b.2: Write descriptions, explanations, compare and contrast papers, and problem and solution essays that state the thesis or purpose, explain the situation, organize the composition clearly and offer evidence to support arguments and conclusions.

Example: Write successive drafts of a one or two page newspaper article about summer sports camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.

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- 6E2b.3:** Write responses to literature that develop an interpretation showing careful reading, understanding, and insight; organize the interpretation around several clear ideas; and support statements with evidence from the text.
Example: After reading some Grimm’s fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.
- 6E2b.4:** Write persuasive compositions that state a clear position on a proposition or proposal, support the position with organized relevant evidence and effective emotional appeals; and anticipate and address reader concerns and counterarguments.
Examples:
1. *Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described.*
 2. *Create an advertisement for a product to try to convince readers to buy the product.*
- 6E2b.5:** Use varied grade-level-appropriate word choices to make writing interesting.
Example: Write stories, reports, and letters showing a variety of word choices (such as delicious instead of good, overcoat or parka instead of coat).
- 6E2b.6:** Compose grade-level-appropriate writings for different purposes (*information, persuasion, description*) and to a specific audience or person, adjusting tone and style as necessary.
Example: Write a review of a favorite book or film for a classroom writers’ workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.
- 6E2b.7:** Write summaries that contain the main ideas and the most significant details of grade-level-appropriate reading selections.

Component:

- 6E2b.8:** **Research Application**
Write or deliver research reports developed using a systematic research process that defines the topic, gathers information, determines credibility, and reports findings. Research reports should:
- a. use information from a variety of sources (*such as books, technology, and multimedia*), and document those sources independently using a consistent citation format;
 - b. demonstrate that gathered information has been summarized;
 - c. demonstrate that sources have been evaluated for accuracy, bias, and credibility;
 - d. organize information by categorizing and sequencing;
 - e. demonstrate the distinction between one’s own ideas and the ideas of others; and
 - f. include a bibliography (*Works Cited*).
- Example: After completing library or Internet research, present an oral report to the class on the development and achievements of the Roman Republic or the rise and expansion of the Roman Empire. Include how the accomplishments and language of the Romans still affect us today.*

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Standard:	6E2c: English Language Conventions <i>Students write using Standard English conventions appropriate to 6th grade level.</i>
Component:	6E2c.1: Handwriting Write legibly forming letters and words that can be read by others.
Component:	6E2c.2: Sentence Structure Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
Component:	6E2c.3: Identify and correctly use prepositional phrases (<i>such as; for school or in the beginning</i>), appositives (<i>such as, "We played the Cougars, the team from Newport."</i>), main clauses (<i>words that express a complete thought</i>), and subordinate clauses (<i>clauses attached to the main clause in the sentence</i>) in grade-level-appropriate compositions. <i>Examples:</i> <ol style="list-style-type: none"><i>We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause).</i><i>Famous for their first flight at Kitty Hawk (appositive), the Wright brothers are legendary in aviation (main clause).</i>
Component:	6E2c.4: Grammar Identify and properly use indefinite pronouns (<i>such as all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>such as have been, has been</i>), past perfect (<i>such as, had been</i>), and future perfect verb tenses (<i>such as, shall have been</i>); ensure that verbs agree with compound subjects. <i>Examples:</i> <ol style="list-style-type: none"><i>Each (indefinite pronoun) should do his or her work.</i><i>Many (indefinite pronoun) were absent today.</i><i>Todd and Amanda <u>were</u> (correct verb agreement) chosen to star in the play.</i><i>Todd and Amanda <u>was</u> (incorrect verb agreement) chosen to star in the play.</i>
Component:	6E2c.5: Punctuation Use colons after the salutation (<i>greeting</i>) in business letters (<i>such as Dear Sir:</i>), semicolons to connect main clauses (<i>such as ""The girl went to school; her brother stayed home.</i>) and commas before the conjunction in compound sentences, (<i>such as "We worked all day, but we didn't complete the project."</i>).
Component:	6E2c.6: Capitalization Use grade-level-appropriate correct capitalization.
Component:	6E2c.7: Spelling Correctly spell frequently misspelled words (<i>such as their/they're, loose/lose/loss, choose/chose, through/threw</i>).

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Strand:	6E3: Listening and Speaking
Standard:	6E3a: Skills and Strategies <i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</i>
Component:	Comprehension
	6E3a.1: Relate the speaker's verbal communication (<i>such as word choice, pitch, feeling, and tone</i>) to the nonverbal message (<i>such as posture and gesture</i>).
	6E3a.2: Identify the tone, mood, and emotion conveyed in the oral communication.
	6E3a.3: Give and carry out precise multiple-step oral instructions and directions.
	6E3a.4: Ask grade-level-appropriate questions that seek information not already discussed.
Component:	Organization and Delivery of Oral Communication
	6E3a.5: Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (<i>changes in tone</i>) to the audience.
	6E3a.6: Emphasize important points to assist the listener in following the main ideas and concepts.
	6E3a.7: Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.
	6E3a.8: Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.
Component:	Analysis and Evaluation of Oral and Media Communication
	6E3a.9: Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (<i>naming something by using a sound associated with it such as hiss or buzz</i>) for intent and effect.
	6E3a.10: Identify persuasive and propaganda techniques such as the use of words or images that appeal to emotions or an unsupported premise, used in electronic media (<i>such as television, radio, online sources</i>) and identify false and misleading information.
	6E3a.11: Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.
Standard:	6E3b: Applications <i>Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i>

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Component:

Speaking Applications

- 6E3b.1:** Deliver narrative presentations that establish a context, plot, and point of view; include sensory details and specific language to develop the plot and character; and use a range of narrative (*story*) devices, including dialogue, tension, and suspense.
- 6E3b.2:** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 6E3b.3:** Deliver informative presentations that pose relevant questions sufficiently limited in scope to be completely and thoroughly answered; develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.
- 6E3b.4:** Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight, organize the presentation around several clear ideas, premises, or images; and develop and justify the interpretation through the use of examples from the text.
- 6E3b.5:** Deliver persuasive presentations that provide a clear statement of the position, include relevant evidence, offer a logical sequence of information and engage the listener and try to gain acceptance of the proposition or proposal.
- 6E3b.6:** Deliver presentations on problems and solutions that theorize on the causes and effects of each problem, establish connections between the defined problem and at least one solution and offer persuasive evidence to support the definition of the problem and the proposed solutions.