

Grade 6

Overview

During the middle-grade years, students refine their reading preferences and lay the groundwork for being lifelong readers. Sixth-grade students apply skills they have acquired in the earlier grades to read and interpret more challenging **texts**. Both on their own and with their peers, they read a variety of informational **texts** as well as four major types of literary **texts**: **fiction**, literary **nonfiction**, poetry, and **drama**. They also learn to respond to **texts** in a variety of ways. Students examine facets of an **author’s craft** (for example, the way a particular style of writing can elicit emotion from the reader or create vivid images in the reader’s mind).

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. As they learn to master **texts** that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

In the sixth grade, students use writing to entertain, to inform, to describe, and to persuade. They plan, draft, **revise**, **edit**, and publish narrative and expository writing. They pay careful attention to the **author’s craft**—examining the content and development, the organization, the quality of **voice**, and the correct use of **Standard American English** conventions in their own writing and in the writings of others. They also learn to use a variety of sentence structures to express their thoughts in both oral and written form.

The research process offers adolescents the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Sixth graders access information in print and electronic forms and use both primary and **secondary sources** as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they have used.

Grade 6

READING

Understanding and Using Literary Texts

Standard 6-1 The student will read and comprehend a variety of literary **texts** in print and nonprint formats.

Students in grade six read four major types of literary **texts**: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of **texts**: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, **folktales**, tall tales, and **myths**. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, **character** sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Indicators

- 6-1.1 Analyze literary **texts** to draw conclusions and make **inferences**.
- 6-1.2 Differentiate among the **first-person**, **limited-omniscient** (third person), and omniscient (third person) **points of view**.
- 6-1.3 Interpret devices of **figurative language** (including **simile**, **metaphor**, **personification**, and **hyperbole**) and sound devices (including **onomatopoeia** and **alliteration**).
- 6-1.4 Analyze an author's development of **characters**, **setting**, and **conflict** in a given literary **text**.
- 6-1.5 Interpret the effect of the **author's craft** (including **tone** and the use of **flashback** and **foreshadowing**) on the meaning of literary **texts**.
- 6-1.6 Compare/contrast **main ideas** within and across literary **texts**.
- 6-1.7 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
- 6-1.8 Understand the characteristics of poetry (including **stanza**, **rhyme scheme**, **repetition**, and **refrain**) and drama (including **stage directions** and the use of **monologues**).
- 6-1.9 Analyze works of **fiction** (including **legends** and **myths**) and works of **nonfiction** (including speeches and personal essays) by characteristics.
- 6-1.10 Predict events in literary **texts** on the basis of cause-and-effect relationships.
- 6-1.11 Read independently for extended periods of time for pleasure.

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READING

Understanding and Using Informational Texts

Standard 6-2 The student will read and comprehend a variety of informational **texts** in print and nonprint formats.

Students in grade six read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational **texts**. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Indicators

- 6-2.1 Analyze **central ideas** within and across informational **texts**.
- 6-2.2 Analyze informational **texts** to draw conclusions and make **inferences**.
- 6-2.3 Summarize author **bias** based on the omission of relevant facts and statements of unsupported opinions.
- 6-2.4 Create responses to informational **texts** through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
- 6-2.5 Interpret information that **text elements** (for example, **print styles** and chapter headings) provide to the reader.
- 6-2.6 Interpret information from **graphic features** (for example, illustrations, graphs, charts, maps, diagrams, and **graphic organizers**).
- 6-2.7 Interpret information from **functional text features** (for example, tables of contents and glossaries).
- 6-2.8 Predict events in informational **texts** on the basis of cause-and-effect relationships.
- 6-2.9 Identify **propaganda techniques** (including **testimonials** and **bandwagon**) in informational **texts**.
- 6-2.10 Read independently for extended periods of time to gain information.

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READING

Building Vocabulary

Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

- 6-3.1 Use **context clues** (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and **multiple-meaning words**.
- 6-3.2 Analyze the meaning of words by using Greek and Latin roots and **affixes** within **texts**. (See *Instructional Appendix: Greek and Latin Roots and Affixes*.)
- 6-3.3 Interpret the meaning of **idioms** and **euphemisms** encountered in **texts**.
- 6-3.4 Distinguish between the **denotation** and the **connotation** of a given word.
- 6-3.5 Spell new words using Greek and Latin roots and **affixes**. (See *Instructional Appendix: Greek and Latin Roots and Affixes*.)

Grade 6

WRITING

Developing Written Communications

Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

- 6-4.1 Organize written works using prewriting techniques, discussions, **graphic organizers**, models, and outlines.
- 6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
- 6-4.3 Create multiple-paragraph compositions that include a **central idea** with supporting details and use appropriate transitions between paragraphs.
- 6-4.4 Use grammatical conventions of written **Standard American English**, including
- main and subordinate clauses,
 - indefinite pronouns,
 - pronoun-antecedent agreement, and
 - consistent verb tenses.
- (See *Instructional Appendix: Composite Writing Matrix*.)
- 6-4.5 **Revise** writing to improve clarity, **tone**, **voice**, content, and the development of ideas. (See *Instructional Appendix: Composite Writing Matrix*.)
- 6-4.6 **Edit** for the correct use of written **Standard American English**, including
- punctuation
 - semicolon,
 - commas to enclose appositives, and
 - commas to separate introductory clauses and phrases.
- (See *Instructional Appendix: Composite Writing Matrix*.)
- 6-4.7 Spell correctly using **Standard American English**.

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WRITING

Producing Written Communications in a Variety of Form

Standard 6-5 The student will write for a variety of purposes and **audiences**.

The teacher should continue to address earlier indicators as they apply to more difficult **texts**.

Indicators

- 6-5.1 Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific **audience**.
- 6-5.2 Create narratives that have a fully developed plot and a consistent point of view.
- 6-5.3 Create written descriptions using precise language and vivid details.
- 6-5.4 Create **persuasive writings** (for example, print advertisements and commercial scripts) that develop a **central idea** with supporting evidence and use language appropriate for the specific **audience**.

Grade 6

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 6-6 The student will access and use information from a variety of sources.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

- 6-6.1 Clarify and refine a research topic.
- 6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
- 6-6.3 Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- 6-6.4 Use vocabulary (including **Standard American English**) that is appropriate for the particular **audience** or purpose.
- 6-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
- 6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- 6-6.7 Use a variety of print and electronic reference materials.
- 6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.