

## Grade 6 - Language Arts Standards

### Standards I and II: Reads a wide range of print and non-print texts for a variety of purposes. Reads a wide range of literature from many periods, in many genres and many cultures.

- A. Establishes and adjusts purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. I-C
- B. Reads books independently for various purposes. I-C
- C. Explains the defining characteristics of literary forms and genres including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction. II-B
- D. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres or recommendations). I-C

### Standard III: Demonstrates competence in skills and strategies of the reading process.

- B. *Develops word recognition and word analysis skills.*
  - 1. **Applies knowledge of connotation and denotation to determine the meaning of words.** \*B-7
  - 2. Begins to explore basic etymology of words to recognize and uses words from other languages that have been adopted into the English language. \*B-8
  - 3. Applies the knowledge of roots and their various inflections, prefixes and suffixes to analyze the meaning of words. B-3
  - 4. Identifies symbols and acronyms and connects them to whole words.
  - 5. Determines the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as definitional footnotes and sidebars. B-6
  - 6. *Decodes using syllabication.* B-4
- C. *Expands vocabulary by using a variety of clues.*
  - 1. Identifies analogies and other word relationships including synonyms and antonyms to determine the meaning of words. C-4

2. *Masters grade-appropriate vocabulary.*  
\*PPO-C-2

D. *Reads phases, sentences, passages etc.*

- 1. Interprets metaphors and similes to understand new uses of words and phrases in texts. D-7
- 2. **Applies self-monitoring comprehension strategies** such as adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read. \*D-6,9,10
- 3. Distinguishes how an author establishes mood and meaning through word choice, figurative language and syntax. D-7
- 4. *Reads with accuracy and fluency.* \*PPO- D-5
- 5. *Uses prior knowledge during pre-reading and reading activities.* \*PPO-D-8
- 6. *Engages in SSR for longer periods of time.*  
\* D-11

E. *Demonstrates literal comprehension skills.*

- 1. Defines the meaning of unknown words by using context clues and the author's use of definition, restatement and example. E-7
- 2. Selects, creates and uses graphic organizers to interpret textual information. E-1
- 3. Answers literal questions to demonstrate comprehension. E-2
- 4. Uses text features such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents, and online tools to locate information. E-8
- 5. Analyzes information found in maps, charts, tables, graphs, diagrams and cutaways. E-1
- 6. Summarizes information from informational text, identifying the treatment, scope and organization of ideas. E-3
- 7. Analyzes the techniques authors use to describe characters including narrator, or other character's point of view, or character's own thoughts, words or actions. E-6, F-8
- 8. Identifies the features of setting and explain their importance in the text. E-6

- 9. Identifies the main and minor events of the plot and explains how each incident gives rise to the next. E-6
  - 10. Identifies recurring themes, patterns and symbols found in literature from different eras and cultures. E-6
  - 11. *Utilizes multi-step directions to accomplish a task.* \*PPO-E-9
  - 12. *Compares elements of fiction independently.*  
\*PPO-E-6
  - 13. *Sequences data from non-fiction sources.*  
\*PPO-E-5
  - 14. *Identifies and uses vocabulary critical to the text.* \*E-7
- F. *Demonstrates interpretive comprehension skills.*
- 1. Makes critical comparisons across texts, noting author's style as well as literal and implied content of text. \*PPO-F-4, \*PPO-F-2
  - 2. Summarizes information in texts, **inferring main idea and supporting with details**, and noting gaps or contradictions. \*PPO- F-6, E-3
  - 3. Answers inferential, evaluative and synthesizing questions to demonstrate comprehension. F-2, G-2
  - 4. **Analyzes examples** of cause and effect and **fact and opinion and explains their differences.** \*PPO-F-3,5
  - 5. Compares and contrasts important details about a topic using different sources of information including books, magazines, newspapers and online resources. F-4, V-B
  - 6. Compares original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text. F-7
  - 7. Explains first, third and omniscient points of view and explains how voice affects the text. F-8
  - 8. *Infers main idea and supports with details from the story.* \*F-2

G. *Demonstrates critical thinking skills.*

1. Predicts or hypothesizes the most probable outcome from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of the text. \*PPO-G-7
2. Lists questions and searches for answers within the text to construct meaning. G-3
3. Identifies an author's argument or viewpoint and assesses the adequacy and accuracy of details used. G-2,5,6
4. Identifies and understands an author's purpose for writing including to explain, entertain, persuade or inform. \*PPO-G-1
5. *Identifies a problem and suggests a solution.* \*PPO-G-4
6. *Begins to interpret a piece of literature in terms of an author's bias.* \*G5
7. *Selects information from a variety of resources to support ideas, concepts and interpretations.* \*G-2

**Standard IV: Demonstrates competence in the skills and strategies of the writing process.**

*B. Understands and develops a writing process.*

1. **Generates writing ideas** through discussions with others and from printed material, and keeps a list of writing ideas. B-9
2. *Uses the writing process and composition to demonstrate writing for specific audiences, practical purposes and cross-curricular writing.* \*B-1
3. Uses pre-writing techniques (rough outlines, diagrams, maps, webs) to plan writing. \*PPO-B-9
4. *Writes in response to a prompt demonstrating coherence, organization, clarity of thought and completeness.* \*PPO-B-10
5. Rereads and analyzes clarity of writing. B-6
6. *Continues to use the 5 step writing process to draft, revise, edit and publish.* \*PPO- B-7
7. Adds and deletes information and details to better elaborate on a stated central idea and to more effectively accomplish a purpose. B-7, \*PPO-B-15
8. Proofreads writing, edits to improve conventions (grammar, spelling, punctuation and capitalization) and identifies and corrects fragments and run-ons. B-7, C-4,6,13, E-3,5

9. Applies tools (rubrics, checklist and feedback) to judge the quality of writing. B-13
10. Prepares for publication writing that follows a format appropriate to the purpose, using techniques as electronic resources, principles of design, and graphics to enhance the final product. B-1,7, V-D-2,3
11. **Writes personal responses to literature that provide an interpretation, a critique or a reflection and supports judgments with specific references to the text.** \* B-11
12. Writes business letters that are formatted to convey ideas, state problems, make requests or give compliments. B-1
13. Writes informally (journals, notes, poems) for various purposes. B-1
14. *Contributes self-selected items to a writing portfolio.* \*B-5
15. *Uses descriptive words when writing.* B-3
16. *Composes stories including sequence of events.* B-4
17. *Demonstrates the ability to seek information, ask questions, evaluate and take risks while writing.* B-8
18. *Develops a personal voice.* B-14

*C. Understands and uses conventions of print.*

1. *Varies simple, compound and complex sentence structures.* \*PPO-C-12, 15, 16, 17
2. Groups related ideas into paragraphs, including topic sentences following paragraph form and maintaining a consistent focus across paragraphs. C-5
3. Varies language and style as appropriate to audience and purpose. C-6,8
4. Rearranges words, sentences and paragraphs and adds transitional words and phrases to clarify meaning. C-6,10
5. **Demonstrates knowledge and correct use of mechanics.** \*PPO-C-13
  - a. uses commas, end marks, apostrophes and quotation marks correctly;
  - b. uses semicolons, colons, hyphens, dashes and brackets; and
  - c. uses correct capitalization.
6. **Uses all eight parts of speech to effectively communicate.** C-14
7. Uses verbs, including perfect tenses, transitive and intransitive verbs and linking verbs. C-14

8. Uses nominative, objective, possessive, indefinite and relative pronouns. C-14
9. Uses knowledge and use of standard grammatical forms of nouns and verbs and correct subject-verb agreement including collective nouns, indefinite pronouns, and compound subjects. \*PPO-C-14
10. *Writes legibly on finished draft.* \*C-7
11. **Begins to use style manuals to locate and correct errors and to prepare documentation and reference lists.** C-11

*D. Writes various types of composition.*

1. Writes narratives that maintain a clear focus and point of view and uses sensory details and dialogue to develop plot, character and setting. D-1,3, B-3,15
2. Writes informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context. D-1,2, B-1, V-A-4
3. Writes persuasive essays that establish a clear position and include relevant information to support ideas. D-1
4. *Experiments with a variety of organizational structures using narrative, persuasive, expository, functional, poetic and expressive writing.* \*D-1, C-8

*E. Develops vocabulary and spelling skills.*

1. Uses resources and reference materials (dictionaries and thesauruses) to select more effective vocabulary. E-6
2. Spells frequently misspelled and high-frequency words correctly. E-3
3. *Demonstrates correct spelling.* \*PPO-E-4, 4,5
4. **Uses clear and specific vocabulary to communicate ideas appropriate to the topic, audience and purpose.** E,7

**Standard V: Gathers and uses a variety of informational and technological resources to communicate discoveries.**

*A. Demonstrates research techniques.*

1. Conducts background reading, interviews or surveys when appropriate. A-4

2. **Formulates open-ended research questions suitable for inquiry and investigation and develops a plan for gathering information.** A-1
3. Gathers appropriate information to produce a piece of writing(library, online databases, electronic resources and Internet- based resources). \*A-4, B,C
4. Identifies elements of validity in sources including publication date, coverage, language, points of view and discusses primary and secondary sources. A-5, III-F-2,7, III-G-2,5,6
5. Identifies important information found in sources and paraphrases the findings in a systematic way (notes, outlines, charts, tables, graphic organizers). A-5, III-E-3
6. Compares and contrasts important findings and selects sources to support central ideas, concepts and themes. A-4, B,C
7. Uses quotations to support ideas. A-6
8. Discusses plagiarism and **uses appropriate form of documentation**, with teacher assistance, to acknowledge sources. A-6, IV-C
9. Uses a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position with organized and relevant evidence about the topic of research. A-6, D-2,3, IV-B-1, VI-C,G

*B. Demonstrates the use of information resources.*

*C. Demonstrates the use of technological resources.*

*D. Communicates discoveries through the use of available technology. \*D-1*

**Standard VI: Demonstrates competence in speaking, listening and viewing skills.**

- A. **Demonstrates active listening strategies** (asking focused questions, responding to cues, making visual contact). F,H,I,J
- B. **Summarizes the main idea and draws conclusions** from presentations and visual media. K
- C. **Identifies the speaker's purpose and point of view** in presentations and visual media (to inform, entertain, persuade). H

- D. **Identifies the persuasive techniques** (bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages. H,I,K
- E. Demonstrates an understanding of the rules of the English language and selects language appropriate to purpose and audience. C
- F. Uses clear diction, pitch, tempo and tone, and adjusts volume and tempo to stress important ideas. C,E,G
- G. Adjusts speaking content according to the needs of the situation, setting and audience. C, G
- H. Delivers information presentations that:
  - a. demonstrate an understanding of the topic and presents events or ideas in a logical sequence; C, III-E-5, V-A-6
  - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes. C, III-E-5, V-A-6
  - c. organize information, including an introduction, body and conclusion; and C, V-A-6
  - d. use appropriate visual aids; G, III-E-1, V-D-2,3
  - e. draw from multiple sources and identifies sources used. IV-B-12, IV-C-9
- I. Delivers formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details. C,F,G
- J. Delivers persuasive presentations that: C,E,F,G
  - a. establish a clear position;
  - b. include relevant evidence to support a position and address potential concerns of listeners; and
  - c. follow common organizational structures (cause-effect, compare-contrast, problem-solution).
- K. Compares/contrasts similar messages delivered by different media. \*PPO-K*
- L. Participates in whole class and small group oral language activities. \*PPO-F*
- M. Demonstrates competency in listening/viewing skills to recognize appropriate situations and purpose. \*PPO-H*

**Key to using this document:**

- **Bolded items with Roman numerals are COS standards.**
- **Bolded items under Roman numerals are state benchmarks.**
- Items in regular print are state grade level indicators with the COS letter/number correlation.
- *Items in italics reference the Diocesan COS objectives that are not in state standards.*
- Items with an asterisk appear on the reading and writing continuum.