

SIXTH GRADE

It is expected that each child, by the end of sixth grade, will be able to do the following:

SPEAKING	LISTENING
<ul style="list-style-type: none"> • Speak respectfully in interactions with adults and peers, using appropriate vocabulary, intonation, and eye contact • Use I-messages to resolve conflicts/present grievances • Speak using Standard English while respecting culturally diverse language patterns • Participate in class discussions in a variety of content areas • Use formal and informal language appropriately • Employ group decision-making techniques that involve defining a problem; dividing labor efficiently; identifying solutions; and selecting and implementing solutions • Clarify and support spoken ideas with evidence, elaboration, and examples • Deliver speeches, demonstrating an ability to select a focus; organize the speech; convey a point of view; use correct sentence structure and word choices; and employ effective rate, volume, pitch, and tone • Deliver responses to literature developing an interpretation which exhibits careful reading, understanding, and insight; organizes the interpretation around a clear idea, premise, or image; and develops or justifies the interpretation through sustained use of examples and textual evidence 	<ul style="list-style-type: none"> • Listen respectfully and attentively to peers and adults • Listen attentively and courteously to shared ideas, opinions, and information in a group situation, allowing for group decision-making • Listen attentively while being read to • Restate and execute multi-step oral instructions and directions • Ask questions that seek information not previously discussed, eliciting adequate responses • Take notes which list key points of a speech or presentation • Make inferences or draw conclusions based on oral reports • Identify the tone, mood, and emotion conveyed in oral communication • Relate speaker's verbal communication (i.e. word choice, pitch, emotion, tone, purpose, and perspective) to non-verbal messages (i.e. positions, gestures), analyzing the use of each • Analyze the rhetorical devices used in oral and media messages for their intent and effects (i.e. cadence, repetitive patterns, use of onomatopoeia)

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SPEAKING	LISTENING
<ul style="list-style-type: none">• Make narrative presentations that establish a context or create a point of view that offers some insight or meaning to the experience narrated; include sensory details and concrete language to develop plot and character; and use a range of narrative strategies such as dialogue, tension, or suspense• Make informative presentations that pose relevant questions narrow enough to be completely and thoroughly covered and develop the topic with facts, details, examples, and explanations from multiple authoritative sources (i.e. speakers, periodicals, on-line searches)• Make presentations that speculate on problems and solutions, establishing a connection between a situation and its postulated causes and effects; defining the problem; suggesting at least one solution; and offering persuasive evidence for the validity of both the problem and its solution• Make persuasive presentations designed to convince an audience to accept a clearly stated proposal or position by presenting organized and relevant evidence to support the position• Support important aspects of speeches with detailed evidence, visuals, or media displays• Recite memorized poems or literary/Scriptural passages using appropriate intonation, rate, volume, enunciation, and eye contact• Participate in dramatic activities such as role playing, improvisation, readers' theater, and choral reading	<ul style="list-style-type: none">• Identify and analyze persuasive techniques used in oral presentations and media messages, noting false and misleading information

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READING	WRITING
<ul style="list-style-type: none">• Read for a variety of purposes, choosing independent reading material based on individual interests• Read aloud from a variety of texts• Identify the distinguishing characteristics of mythology, folk tales, science fiction, and fantasy, comparing a variety of works within each genre• Read Scripture, identifying various literary styles (i.e. letters, psalms)• Identify literary elements including character, setting, plot, conflict/resolution, and theme; locate examples in literary works; and analyze how they contribute to the specific literature• Identify literary devices and imagery including simile, personification, foreshadowing, onomatopoeia, alliteration, symbolism, allusion, flashback, and metaphor; locate examples in literary works; and explain how they contribute to the specific literature• Define how mood or meaning is conveyed in poetry through word choice, figurative language, and the use of sentence structure, line length, punctuation, rhythm, repetition, and rhyme	<ul style="list-style-type: none">• Write for a variety of purposes (i.e. letters, editorials, poems, narratives, reports) and audiences, choosing the appropriate form• Write regularly and frequently in all content areas• Use a process for composing which includes prewriting, drafting, revising, proofreading, and publishing• Write quality compositions of at least three paragraph length which include an introduction that arouses the interest of the reader and makes clear the purpose of the piece; develop the main idea with appropriate and accurate support; include a summarizing conclusion; and demonstrate the use of proper mechanics• Differentiate between formal and informal usage and use each appropriately• Use a variety of effective and coherent organizational patterns to write in content areas including compare and contrast; cause and effect; and chronological order• Write specialized expository essays (descriptive, persuasive, explanatory, informative) that state the thesis or purpose of the paper and/or describe the situation and follow an organizational pattern particular to its type

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READING	WRITING
<ul style="list-style-type: none">• Read and perform scenes from plays, recognizing that drama is performance art (i.e. meant to be performed, not just read), identifying the basic structure of a play (i.e. act/scene divisions), and differentiating between sets, costumes, and props• Employ critical thinking strategies to evaluate credibility of characterization and plot, identify author's attitude and purpose, interpret mood, predict outcomes, draw conclusions, and make inferences, supporting conclusions with textual evidence• Identify the speaker and recognize the difference between first and third person narration• Analyze how human qualities (i.e. courage or cowardice, ambition or laziness) affect the plot and resolution of the conflict• Recognize moral and ethical dilemmas faced by characters in literature• Analyze stories of similar human experiences across cultures• Relate literary themes to personal experience• Relate literary themes to the Christian experience• Evaluate the meaning of archetypal patterns (i.e. creation myths) and symbols (i.e. white = purity) found in fiction and non-fiction texts from different eras and cultures	<ul style="list-style-type: none">• Write narrative accounts that establish a context or create a point of view that offers some insight or meaning to the experience narrated; include sensory details, concrete language, and literary elements to develop plot and character; and use a range of narrative strategies such as dialogue and suspense• Write persuasive essays that clearly state a proposal or position and present organized and relevant evidence to support the position• Compose questions requiring a variety of skills (i.e. recall, synthesis, inference, evaluation)• Write responses to literature that develop an interpretation which exhibits careful reading, understanding, and insight; organize the interpretation around a clear idea, premise, or image; and develop and justify the interpretation through sustained use of examples and textual evidence• Write poetry, experimenting with different forms• Select appropriate topics for written research reports, posing relevant questions narrow enough to be covered; paraphrasing research information; supporting main ideas with facts, details, examples, and explanations; using multiple authoritative sources (speakers, periodicals, on-line searches); and citing sources

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READING	WRITING
<ul style="list-style-type: none">• Identify and use organizational structures such as compare/contrast, cause and effect, and chronological order to gain meaning from informational texts• Distinguish among facts, supported inferences, and opinions, noting bias, unsupported inferences, fallacious reasoning, and propaganda techniques in information sources• Use various organizational features of a nonfiction text including table of contents, index, glossary, footnotes, end notes, bibliographic references, and section headings to locate or glean meaning from relevant information• Connect and clarify main ideas and concepts in informational materials and identify their relationship to other sources and related topics• Use textual information to support opinions• Use several reading strategies to gain and clarify meaning from text including rereading, notetaking, journal responses, outlining, and summarizing• Develop vocabulary skills by acquiring, comprehending, and using new vocabulary; using word roots and affixes as a comprehension tool; discriminating between the multiple meanings of words; and exploring the difference between literal and figurative language	<ul style="list-style-type: none">• Give credit for both quoted and paraphrased information used in research papers using a consistent and sanctioned format and methodology for citation, generally Modern Language Association (MLA) documentation style in the humanities and American Psychological Association (APA) documentation style in the sciences• Writing "showing" as well as "telling" paragraphs• Use newly acquired vocabulary in written expression• Use specific details and choose exact verbs, nouns, and adjectives to paint a visual image in the mind of the reader• Revise writing to improve organization and word choice after self-evaluating for logic of ideas and precision of vocabulary; evaluating advice of peer/adult editing; and incorporating peer/adult editing advice into essays as appropriate• Revise writing to improve mechanics and spelling• Engage in peer editing by explaining to other students in writing what is good about their writing and by making useful, well-thought out suggestions to help other students with their writing (i.e. where more information is needed in an essay, what is not clear in the essay)• Use rubrics to establish standards and to evaluate written work

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READING	WRITING
<ul style="list-style-type: none">• Use organizational features of electronic text such as bulletin boards, database, keyword searches, and e-mail addresses to locate information• Access relevant information for research projects through a variety of print and electronic media including subject books, on-line data bases, periodicals, and electronic almanacs and encyclopedias• Use telecommunications to locate and correspond/ collaborate with peers and subject-matter experts involved in similar studies• Interpret information from illustrations, maps, diagrams, graphs, and charts• Identify and use the structural features of newspapers, magazines, and editorials to gain meaning from text• Analyze how visual images can influence our thinking and values• Use school and public libraries to locate material for research and recreational reading	<ul style="list-style-type: none">• Compile notes with clear evidence of organizational pattern (i.e. graphic organizers, webs, outlines)• Demonstrate responsible and ethical use of information resources• Use simple compound and compound complex sentences• Identify and eliminate sentence fragments and run-ons• Use effective coordinate and subordinate clauses to express complete thoughts• Identify parts of speech• Identify and use noun phrases, verb phrases, and prepositional phrases• Use appropriate verb tense• Use appropriate subject-verb agreement with compound subjects and indefinite pronouns• Use appropriate punctuation including colons in business letters; semi-colons to connect independent clauses; commas to link two clauses with a conjunction in a compound sentence; and commas and quotation marks with dialogue• Use correct capitalization
READING	WRITING

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- Write legibly in manuscript and cursive, taking care to distinguish between upper and lower case letters
- Spell frequently misspelled words (i.e. they're, their, there) correctly
- Use dictionary and spell check appropriately
- Compose documents with appropriate formatting, using word-processing skills and principles of design (i.e. margins, tabs, spacing, columns, page orientation)
- Use simple databases, spreadsheets, charts, and graphs to manage information and create reports
- Create age-appropriate media productions for display or transmission of information (i.e. videotape, audiotape, multimedia computer presentations)

READING

WRITING

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