

ENGLISH LANGUAGE ARTS STANDARD

Grade – Sixth

Standard

Benchmark

Indicators

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

By the end of the 4 – 7 program, students will . . .

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- B. Infer word meaning through identification and analysis of analogies and other word relationships.
- C. Apply knowledge of connotation and denotation to learn the meanings of words.
- D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.
- E. Use knowledge of roots and affixes to determine the meanings of complex words.
- F. Use multiple resources to enhance comprehension of vocabulary.

1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.
2. Apply knowledge of connotation and denotation to determine the meaning of words.
3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.
4. Interpret metaphors and similes to understand new uses of words and phrases in text.
5. Recognize and use words from other languages that have been adopted into the English language.
6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.
7. Identify symbols and acronyms and connect them to whole words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

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Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

By the end of the 4 – 7 program, students will . . .

- A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- C. Make meaning through asking and responding to a variety of questions related to text.
- D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts, noting author’s style as well as literal and implied content of text.
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
5. Select, create and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

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By the end of the 4 – 7 program,
students will . . .

8. List questions and search for answers within the text to construct meaning.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

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Informational, Technical and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

By the end of the 4 – 7 program, students will . . .

- A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
- B. Recognize the difference between cause and effect and fact and opinion to analyze text.
- C. Explain how main ideas connect to each other in a variety of sources.
- D. Identify arguments and persuasive techniques used in informational text.
- E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
- F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.

1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
4. Compare 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.
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
6. Identify an author’s argument or viewpoint and assess the adequacy and accuracy of details used.
7. Identify and understand an author’s purpose for writing, including to explain, entertain, persuade or inform.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

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By the end of the 4 – 7 program, students will . . .

Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

- A. Describe and analyze the elements of character development.
- B. Analyze the importance of setting.
- C. Identify the elements of plot and establish a connection between an element and a future event.
- D. Difference between the points of view in narrative text.
- E. Demonstrate comprehension by inferring themes, patterns and symbols.
- F. Identify similarities and differences of various literary forms and genres.
- G. Explain how figurative language expresses ideas and conveys mood.

- 1. Analyze the techniques authors use to describe characters, including narrator or other characters’ point of view; characters own thoughts, words or actions.
- 2. Identify the features of setting and explain their importance in literary text.
- 3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
- 4. Explain first, third and omniscient points of view, and explain how voice affects the text.
- 5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
- 6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.
- 7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.

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Writing Process Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing processes include the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

By the end of the 4 – 7 program, students will . . .

- A. Generate writing topics and establish a purpose appropriate for the audience.
- B. Determine audience and purpose for self-selected and assigned writing tasks.
- C. Clarify ideas for writing assignments by using graphics or other organizers.
- D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
- E. Select more effective vocabulary when editing by using a variety of resources and reference materials.
- F. Edit to improve fluency, grammar and usage.
- G. Apply tools to judge the quality of writing.
- H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing.

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By the end of the 4 – 7 program,
students will . . .

12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

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Writing Application Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

By the end of the 4 – 7 program, students will . . .

- A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.
- B. Write responses to literature that extend beyond the summary and support judgments through references to the text.
- C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.
- D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
- E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to the text.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple courses and create an organizing structure appropriate to the purpose, audience and context.
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

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Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

By the end of the 4 – 7 program, students will . . .

- A. Use correct spelling conventions.
- B. Use conventions of punctuation and capitalization in written work.
- C. Use grammatical structures to effectively communicate ideas in writing.

1. Spell frequently misspelled and high-frequency words correctly.
2. Use commas, end marks, apostrophes and quotation marks correctly.
3. Use semicolons, colons, hyphens, dashes and brackets.
4. Use correct capitalization.
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.
7. Use nominative, objective, possessive, indefinite and relative pronouns.
8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.

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By the end of the 4 – 7 program, students will . . .

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

- A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.
- B. Locate and summarize important information from multiple sources.
- C. Organize information in a systematic way.
- D. Acknowledge quoted and paraphrased information and document sources used.
- E. Communicate findings orally, visually and in writing or through multimedia.

- 1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
- 2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
- 3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.
- 4. Identify important information found in sources and paraphrases the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
- 5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
- 6. Use quotations to support ideas.
- 7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
- 8. Use 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 or research question.

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By the end of the 4 – 7 program, students will . . .

Communications: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.

B. Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media.

C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.

D. Select an organizational structure appropriate to the topic, audience, setting and purpose.

E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener’s understanding of key ideas.

F. Give presentations using a variety of delivery methods, visual materials and technology.

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).

2. Summarize the main idea and draw conclusions from presentations and visual media.

3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).

4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.

7. Adjust speaking content and style according to the needs of the situation, setting and audience.

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By the end of the 4 – 7 program,
students will . . .

8. Deliver informational presentations (e.g., expository, research) that:
 - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
 - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
 - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
 - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
 - e. draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
 - a. establish a clear position;
 - b. include relevant evidence to support position and to address potential concerns of listeners; and
 - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).