

## English Language Arts - Grade 6 Expectations

*Note: \* = Assessed at the local level*

### **Language**

- 1.2\* Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions
- 2.2\* Contribute knowledge to class discussions in order to develop ideas for a class project and generate interview questions to be used as part of the project

### **Vocabulary and Concept Development**

- 4.17 Determine the meaning of unfamiliar words using context clues (*i.e., definition, example*)
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes & prefixes
- 4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses
- 5.9 Identify eight basic parts of speech (*noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection*)
- 5.10 Expand or reduce sentences (*i.e., adding or deleting modifiers or combining or decombining sentences*)
- 5.11 Identify verb phrases and verb tenses
- 5.12 Recognize that a word performs different functions according to its position in the sentence
- 5.13 Identify simple and compound sentences
- 5.14 Identify correct mechanisms (*i.e., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations*) and correct sentence structure (*i.e., elimination of sentence fragments and run-ons*)

### **Formal and Informal English**

- 6.4 Demonstrate through role-playing appropriate use of formal and informal language
- 6.5 Write stories using a mix of formal and informal language

### **Understanding Text**

- 8.19 Identify and analyze sensory details and figurative language
- 8.20 Identify and analyze the author's use of dialogue and description
- 8.21 Recognize organizational structures (*i.e., chronological order, logical order, cause and effect, classification schemes*)
- 8.22 Identify and analyze main ideas, supporting ideas, and supporting details
- 10.3 Identify and analyze the characteristics of various genres (*i.e., poetry, fiction, nonfiction, short story, dramatic literature*) as forms with distinct characteristics and purposes
- 11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated

### **Fiction and Non-fiction**

- 12.3 Identify and analyze the elements of setting, characterization, and plot (*including conflict*)
- 13.13 Identify and use knowledge of common textual features (*i.e., paragraphs, topic sentences, glossary, concluding sentences, glossary*)
- 13.14 Identify and use knowledge of common graphic features (*i.e., charts, maps, diagrams, illustrations, captions*)
- 13.15 Identify common organizational structures (*i.e., chronological order, logical order, cause and effect, classification scheme*)
- 13.16 Identify and analyze main ideas, supporting ideas, and supporting details

### **Poetry**

- 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry
- Sound (*alliteration, onomatopoeia, rhyme scheme*);
  - Figurative language (*personification, metaphor, simile, hyperbole*); and
  - Graphics (*capital letters, line length*)

### **Style and Language**

- 15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature

### **Myth, Traditional Narrative, and Classical Literature**

- 16.7 Compare traditional literature from different cultures
- 16.8 Identify common structures (*i.e., magic helper, rule of three, transformation*) and stylistic elements (*i.e., hyperbole, refrain, simile*) in traditional literature

### **Dramatic Literature**

- 17.3 Identify and analyze structural elements particular to dramatic literature (*i.e., scenes, acts, cast of characters, stage directions*) in the plays they read, view, write, and perform
- 17.4 Identify and analyze the similarities and differences between a narrative text and its film or play version

	<b>Writing</b>	
19.14	Write stories or scripts containing the basic elements of fiction ( <i>i.e., characters, dialogue, setting, plot with a clear resolution</i> )	
19.15	Write poems using figurative language ( <i>i.e., simile, metaphor</i> ), and graphic elements ( <i>i.e., capital letters, line length</i> )	
19.16	Write brief research reports with clear focus and supporting details	
19.17	Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion	
19.18	Write formal letters to correspondents such as authors, newspapers, businesses, or government officials	
	<b><i>Students will have mastered the use of the following in paragraph development:</i></b>	
	Details that are concrete, relevant, and appropriately sequenced	
	Topic Sentence, Supporting details, closing sentence	
	Structure words (articles, conjunctions, prepositions)	
	Comma usage	
	Inventive forms of poetry	
*	<b><i>All students should be able to write three (3) paragraphs by the end of their 6<sup>th</sup> grade experience (i.e., narrative essay, book report, expressive essay, persuasive essay, business letter)</i></b>	