

# 6

# Sixth Grade

## English Language Arts Standards

### WHAT I NEED TO LEARN BY THE END OF SIXTH GRADE

- ☺ I am learning to read aloud narrative and expository text with expression and correct pace.
- ☺ I am learning to identify figurative language. (Use words that suggest to the reader something other than an exact meaning.)
- ☺ I am learning to recognize that the English language is borrowed from other languages.
- ☺ I am learning to figure out the meaning of unknown words by using *context clues*.
- ☺ I am learning to understand and explain *shades of meaning*.
- ☺ I am learning about media (newspapers, maps, and online information), and how to obtain the information.
- ☺ I am learning to analyze text that uses the compare and contrast pattern.
- ☺ I am learning to connect and clarify main ideas and their related topics.
- ☺ I am learning to understand what we are reading by making outlines, notes, and summaries.

### HELPFUL HINTS & EXAMPLES

- Narrative* – Read a story about a fairy tale.  
*Expository* – Read an article about the county, Egypt.
- “I have butterflies in my stomach.”
- Some examples of words borrowed from other languages:
  - ◆ *sofa* – Arabic,                      ◆ *piano* – Italian,
  - ◆ *elastic* – Latin,                     ◆ *garage* - French
  - ◆ *ranch* – Spanish,
- Look for words around the unknown word to determine its meaning. For example:  
The scribe, a person who wrote documents for the pharaoh, was an important person in Egyptian society.
- Boiling hot, warm, tepid, frozen cold, cool
- Access the internet to locate information for a country report.
- Compare: find similarities  
Contrast: find differences
- Main idea:** The topic of the whole paragraph. Horses have many purposes: working, pets, races, therapy, and transportation.
- Outlines:** A framework for organizing information.
- Notes:** Writing down information you need to remember.
- Summaries:** Will help you retell a story.

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### WHAT I NEED TO LEARN BY THE END OF SIXTH GRADE

- ☺ I am learning to follow multi-step instructions.
- ☺ I will be able to interpret an author’s conclusion based on facts from the story.
- ☺ I will make reasonable claims about a text through supporting details.
- ☺ I am learning to identify propaganda (information or ideas used to influence how others think) in a text.
- ☺ I am learning to identify various forms of fiction writing.
- ☺ I am learning to identify character traits, their effect on the plot, and the outcome of the story.
- ☺ I am learning to identify where a story takes place, in addition to its effect on a problem and solution in a story.
- ☺ I am learning how figurative language uses words in a way that suggest something other than the exact or useful meaning.
- ☺ I am learning to identify the differences between an author telling their own personal story and an author telling a story about someone else’s life.
- ☺ I am learning to identify the main idea of a theme through the story’s characters, actions, and images.

### HELPFUL HINTS & EXAMPLES

- I know how to correctly fill out a library card application at the county library.
- 
- ◆ bandwagon,
    - ◆ faulty cause and effect,
    - ◆ endorsement
  - ◆ Examples: myths, fables, poetry
  - “The perseverance of the frog allowed him to keep from drowning. He turned cream into butter by continuing to swim.”
  - Setting:** “The frog was drowning in a bucket of cream.”  
**Problem/Solution:** “He swam until it turned into butter.”  
**Result:** “And he climbed out.”
  - Simile:** Uses like or as to compare things in an exaggerated way. The man was as “blind as a bat.”
  - Autobiography:** The story is in the first person. The author is telling me about him/herself.  
**Biography:** The story is in the “third person”, which is telling me about another person’s life.
  - The character of Billy in the book, *Where the Red Fern Grows*, gives an example of a theme within a story about growing up.

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### WHAT I NEED TO LEARN BY THE END OF SIXTH GRADE

- ☺ I am learning how to explain how imagery creates mental pictures for the reader.
- ☺ I am learning to determine how believable the plot and characters are in a story.
- ☺ I will write to the intended purposes.
- ☺ I will write a multiple paragraph report (composition) that includes information to give facts. I will use descriptive language to support my ideas and conclude the report by restating the main idea.
- ☺ I will organize my writing so that is clearly shows how things are alike and different (compare/contrast), organized by categories, spatial order (time line), order of importance, and climatic order.
- ☺ I will use the computer programs and internet to research information on a topic.
- ☺ I will use appropriate margins, tabs, spacing, columns, and page orientation to properly create a report using the computer.

### HELPFUL HINTS & EXAMPLES

- Metaphor:** One thing pictured as something else.  
“The carpet was jungle grass.”  
**Imagery:** “The rug was deep, dark green.”
- “Alice was fighting off hallucinations as she crawled and stumbled on bleeding and numb feet for days along a stream she knew would lead downhill to civilization.”
- Some purposes may include a:
  - ◆ personal letter, letter to the editor, poem, report, or story
- Social studies: country report  
Science: report on a rock cycle
- Spatial Order:** 1) Mom sent out invitations, 2) Kate and I picked up the cake, 3) Guests arrived, 4) Dad came home from work, and 5) Everybody screamed “Surprise!”  
**Order of Importance:** An effective opinion essay offers strong specific reasons to explain the opinion statement.  
**Opinion:** Keeping a diary is important. **Reason:** Writing a diary lets you express yourself. **Strong Reason:** A diary gives a day-to-day record of your life.  
**Climatic Order:** *Problem:* Bear and mouse are starving to death. *Climax:* Bear and mouse try to attack each other, but cannot go through with it. *Resolution:* A ranger brings food to bear and mouse.
- Social studies: country report
- Learn to navigate the toolbar within a computer program.

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## English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF SIXTH GRADE	HELPFUL HINTS & EXAMPLES
<ul style="list-style-type: none"> <li>☺ I will correct my spelling, grammar and punctuation errors and use transition words to keep my thoughts and ideas clear to the reader.</li> <li>☺ Write narratives.</li> <li>☺ Write expository compositions.</li> <li>☺ Write research reports.</li> <li>☺ Write responses to literature.</li> <li>☺ Write persuasive compositions.</li> <li>☺ I will write simple, compound, and compound-complex sentences.</li>   <li>☺ I will identify and properly use indefinite pronouns and present perfect, past perfect and future perfect verb tenses, ensuring that the verbs agree with compound subjects.</li>   <li>☺ I will use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</li> <li>☺ I will capitalize the beginning of all sentences: proper nouns, titles, abbreviations, and addresses.</li> <li>☺ I will spell frequently misspelled words correctly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some transition words include: however, similarly, therefore, and meanwhile.</li>   <li><input type="checkbox"/> Write a story about your favorite animal by using a plot, setting, and characters.</li> <li><input type="checkbox"/> Description; explanation; and problem/solution</li>   <li><input type="checkbox"/> Use textbooks and writing steps to produce reports, such as a state report or a country report.</li> <li><input type="checkbox"/> Read and respond to many different types of books.</li>   <li><input type="checkbox"/> <b>Simple:</b> We asked them the questions. They had no answers. <b>Compound:</b> We asked them the questions, but they had no answers. <b>Complex:</b> Although we asked them the questions, they had no answers.</li> <li><input type="checkbox"/> <b>Present Perfect:</b> Tim and George <u>have brought</u> snacks three times today. <u>They</u> shared the snacks with the class. <b>Past Perfect:</b> Loretta <u>had eaten</u> dinner before she saw the play. <b>Future Perfect:</b> The scouts <u>will have</u> packed before the hike begins tomorrow. <b>Compound Subject-Verb Agreement:</b> Neither the grapes nor the orange looks real.</li> <li><input type="checkbox"/> <b>Salutation:</b> Dear Sir: <b>Commas in a compound sentence:</b> The artist spoke in a hushed whisper, and the interviewer listed carefully. <b>Semicolon:</b> <u>George</u>, will you call <u>Modesto City Schools</u> and the <u>Modesto Bee</u>, which is located on <u>Ninth Street</u>?</li> <li><input type="checkbox"/> Some of the frequently misspelled words include: their, they're, there, too, two, to.</li> </ul>

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