

PARENT GUIDE

GRADE SIX ENGLISH LANGUAGE ARTS CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Six.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Ensure that pronouns are in the proper case (subjective, objective, possessive).
	Use intensive pronouns (e.g., myself, ourselves).
	Recognize and correct inappropriate shifts in pronoun number and person.
	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	Spell correctly.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Vary sentence patterns for meaning, reader/listener interest, and style.
	Maintain consistency in style and tone.
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

VOCABULARY ACQUISITION AND USE CONTINUED	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figures of speech (e.g., personification) in context.
	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
WRITING	
TEXT TYPES AND PURPOSES	
	Write arguments to support claims with clear reasons and relevant evidence.
	Introduce claim(s) and organize the reasons and evidence clearly.
	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from the argument presented.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate transitions to clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
	Provide a conclusion that follows from the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

