## 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.	
Сом	iventions 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.	
KNO	wledge 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.	
Voc	ABULARY 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).	

	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
EXT	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, an 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 tha 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 anothe
	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.
ROD	DUCTION 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.

Research to Build and Present Knowledge			
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Apply grade 6 Reading standards to literature.			
Apply grade 6 Reading standards to literary nonfiction.			
RANGE OF WRITING			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Speaking and Listening			
COMPREHENSION AND COLLABORATION			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.			
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			
Presentation of Knowledge and Ideas			
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)			
Notes:			

National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards for English Language Arts. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington, D.C., 2010.