

Grade 6 English Language Arts Standards

****At the end of the OHS objective, put in parenthesis the NE state standard number it correlates with.*

READING

6R: Students will learn and apply reading skills and strategies to comprehend text.

6.1: Vocabulary

6R.1a Relate new grade level vocabulary to prior knowledge and use in new situations (L.A.6.1.5c)

6R.1b Determine the meaning of unknown words and text using appropriate strategies(L.A.6.1.3a, L.A.6.1.5a, L.A. 6.1.5b)
(context clues; knowledge of roots, prefixes, suffixes; word association)

6R.1c Use semantic relationships to evaluate, defend, and make judgments (e.g. connotations; idioms; cliches) (L.A.6.1.6n)

6R.1d Locate words using guide words in a print dictionary or spelling correctly using an electronic dictionary (L.A.6.1.5e)

6R.1e Identify part of speech; multiple meaning words, synonyms, antonyms, simile, metaphor, alliteration, onomatopoeia, personification, idiom, hyperbole, analogies, tone/mood, imagery (L.A.6.1.6c, L.A.6.1.5d)

6R.1f Demonstrate proficient usage of derivatives

6.2: Roots/Prefixes/Suffixes

6R.2a determine meaning of words using prefixes and suffixes (L.A.6.1.5a)

6R.3: Reading Strategies

6R.3a Students will demonstrate knowledge of the concepts of print. (L.A.6.1.6h)

6R.4: Fiction: (e.g. Short Stories, Novels)

6R.4a Students will demonstrate knowledge of the concepts of print. (L.A.6.1.6a, L.A.6.1.6h, L.A.6.1.6m, L.A.6.1.4a, L.A.6.1.6b, L.A.6.1.6d,)

6R.5: Nonfiction: (e.g. Informational Texts, Essays, Memoirs, Biographies, Autobiographies)

6R.5a biography, autobiography, expository, informational text (L.A.6.1.5d, L.A.6.1.6c, L.A.6.1.6f, L.A.6.1.6j, L.A.6.1.6e)

6R.6: Poetry identify the following literary devices in a work of poetry(figurative language e.g. similes, metaphors, personification, sound devices e.g. onomatopoeia, rhyme,rhythm, alliteration, repetition rhyme, poetic form e.g. lines, stanzas, free verse, traditional, tone/voice). (L.A.6.1.6i, L.A.6.1.6j)

6R.6a

6R.7: Drama

6R.7a

6R.8: Fluency *Students will read grade level text fluently with accuracy, appropriate phrasing, pace, and expression to support comprehension. (L.A.6.1.6m)*

WRITING

6W: Students will use the writing process and apply six traits writing skills to communicate through a variety of writing modes that fit and purpose and audience. (L.A.6.1.6l, L.A.6.2.2e, L.A.6.3.2c)

6W.1: Grammar & Usage

6W.1a Add additional adverbs (L.A.6.2.2d)

6W.1b Add prepositions (introduce infinitives)

6W.1c Add interjections

6W.1d Add subjects/predicates

6W.1e Add contractions

6W.1f Add commas - compound sentences, dependent clauses

6W.1g Add identify sentence type and purpose

6W.1h Use correct punctuation & capitalization

6W.1j Apply appropriate point of view to all writing

6W.2: Sentence Structure

6W.2a Students will identify and correctly apply formulas, structures, punctuation and conjunctions to combine independent clauses and dependent clauses into simple, compound, and complex sentences

4 types of sentences (imperative, interrogative, declarative, declarative)

6W.2b

6W.3: Writing Process

6W.3a Prewriting

*Determining Audience & Purpose

*Look at Models

*Brainstorm & Choose a Topic

*Investigating a Topic: Gather facts & details

*Organizing Ideas

6W.3b Drafting

Drafting is putting your notes into sentences and paragraphs that work together to make an effective piece of writing.

*Good lead: Action, Dialogue, Reaction, Description, Anecdote, Background

*Organized: Beginning, Middle, End

Introduction, Body, Conclusion

*Solid ending: Mirrors the beginning, Drives home the main point (L.A.6.2.1j)

6W.3c Revising

When you revise, take a fresh look at your writing and refine it. Read it out loud and think about how it will sound to your readers.

*Write unified paragraphs:

Make sure the sentences work together to create a unified paragraph with a main idea and supporting details.

*Connect your ideas through transitions:

Time transitions: after, before, finally, first, next, at once

Place transitions: above, across, beside, below, next to, near

Cause & Effect transitions: as a result, since, because, therefore

*Creating Sentence Fluency

A good writer tries to produce a pleasing rhythm, or fluency, in his/her sentences. Varying the length and the structure of sentences gives writing this rhythm.

6W.3d Editing

During the editing stage, the goal is to get your writing ready to share with others. You want your finished product to be as nearly perfect as possible.

*Check Grammar

*Check Spelling

*peer edit with feedback from others (oral, written, and/or digital feedback)

6W.3e Publishing or Presenting

Now that you've invested so much time, energy, and talent in your writing, you'll want to share it. Who will want to read it? What is the best way to present it to them?

*Appropriate Audience

*Final Draft (L.A.6.4.1c)

6W.4: Writing Modes: Information

6W.4a Write a topic sentence with a main idea

6W.4b Locate, compile, & process information on a nonfiction topic (place)(L.A.6.2.1c)

6W.4c Write a 5 paragraph research paper including a thesis (L.A.6.2.2b, L.A.6.2.2c, L.A.6.1.6k, L.A.6.2.1i))

6W.5: Writing Modes: Persuasive/Argument

6W.5a Choose, defend, and support a stance with examples. example:(Persuade Santa (using positive traits about themselves)) AND (Should we have a Valentine Party or not?) Including a thesis along with 5 paragraphs (L.A.6.3.1f, L.A.6.2.2a, L.A.6.3.1d))

6W.6: Writing Modes: Narrative & Reflective

6W.6a Write a 5 paragraph essay focused on a prompt using 6-trait (L.A.6.2.1f)

6W.7: Writing Modes: Descriptive

6W.7a Students will understand the purpose which incorporating the six traits into their writing

Portrays people, places, or things with vivid details to help the reader create a mental picture of what is being described. (using similes, etc.)

example: using paint chips

6W.8: Writing Modes: Analytical

6W.8a Reading, Science, Social Studies Class - Reference the question and cite evidence to support your analysis.

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6W.9: Writing Modes: Poetry

6W.9a Read and write haiku, limerick, and color poems.

6W.9b Introduce difference between traditional and free-verse if time

SPEAKING & LISTENING

6SL: Students will participate in a variety of speaking and listening activities demonstrating appropriate verbal and nonverbal communication.

6SL.1: Presentation

6SL.1a Students will participate in a variety of speaking and listening activities. – small group discussion, explaining information to the class, a presentation with visual aids. (L.A.6.3.1c, L.A.6.1.6o, L.A.6.3.1e, L.A.6.3.3b, L.A.6.3.3e)

6SL.1b Verbal:

Use speaking techniques to speak clearly, with appropriate volume, & at a pace & tone suited for the purpose. (L.A.6.3.1b, L.A.6.3.3a, L.A.6.3.3c)

6SL.1c Nonverbal:

Demonstrate communication techniques with appropriate eye contact, gestures, poise, & facial expressions (L.A.6.3.2a, L.A.6.3.3a)

6SL.1d Utilize appropriate visual tools to create an aid that enhances understanding for the audience and demonstrates student learning (L.A.6.3.2b, L.A.6.3.3a, L.A.6.3.3d)

MULTIPLE LITERACIES

6ML: Students will evaluate, create, and communicate information in a variety of media and formats demonstrating appropriate and responsible print and digital media use.

6ML.1: Research

6ML.1a Students will define plagiarism and write notes, summaries, and paraphrases without plagiarizing.

6ML.1b Identify appropriate research sites and resources.(L.A.6.4.1a)

6ML.1c Identify source title and author when taking notes and cite in the bibliography.
(L.A.6.4.1b)

6ML.2: Media Literacy

6ML.2a Students will practice safe and ethical digital citizenship demonstrating appropriate and responsible technology use. (L.A.6.4.2a, L.A.6.4.2b)

6ML.2b Utilize technology to provide self- and peer-feedback

6ML.2c Students will utilize appropriate digital tools to create and share projects.(L.A.6.1.6p)