

CORE BODY OF KNOWLEDGE

Language Arts-Sixth Grade

Subject Area – Reading, Writing, Speaking and Listening

Standard Area - 1.1: Reading Independently

Grade Level - 1.1.6: GRADE 6

1.1.6.A: Apply appropriate strategies to describe author's purpose, using grade level text.

1.1.6.B: Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.

1.1.6.C: Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.

1.1.6.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.

1.1.6.E: Demonstrate an appropriate rate of silent reading based upon grade level texts.

COMPREHENSION AND READING SKILLS: ANCHORS

***R6.A.1/R6.A.2.** *Understand fiction text and non –fiction text appropriate to grade level.*

- *Identify meaning of multiple-meaning words used in text*
- *Identify a homonym, homophone, homograph, synonym or antonym of a word or phrase used in text, abbreviations, acronyms, idioms, connotation and denotation, specialized/technical/topical words*
- *Make inferences*
- *Draw conclusions*
- *Summarize text*
- *Identify author's purpose, perspective/viewpoint/bias*
- *Identify the components of fiction and nonfiction texts: character setting, plot, main idea*
- *Use comprehension strategies: preview, predict classify, sequence, context clues, judgments, theme*
- *Make generalizations*
- *Hypothesize*
- *Synthesize ideas from different texts and media*
- *Make analogies*
- *Understand and use graphic sources; advertisement, chart/table, diagram/scale*

drawing, graph, illustration and/or caption, list, map, poster/announcement, schedule, sign, timeline, propaganda

- *Understand selection vocabulary*
- *Recognize realism and fantasy, historical, drama, biography and autobiography, and humorous*
- *Paraphrase and visualize*
- *Understand words in the environment*
- *Use etymologies for meaning*
- *Cite evidence, reflect and respond, self-question, self-monitor, recall and retell*
- *Understand propaganda*

***R6.A1.2** *Apply word recognition Skills*

- *Identify root words and base words*
- *Identify Affixes: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub-, -ful, -less, -ble, -ly,, -or,-ness, -ment, -er, -ship, -tion,, -en*
- *Read silent letters correctly*
- *Identify beginning, medial, double and ending consonant sounds and consonant blends, common syllable patterns*
- *Identify: short vowel sounds, long vowel sounds, consonant and vowel digraphs, vowel diphthongs, comparative endings (er/est), schwa sound: consonant blends syllabication, r-controlled vowels, regular and irregular plurals, possessives*
- *Read fluently using rhythm, flow, meter, and pronunciation*
- *Read a variety of genres including both nonfictional text and fictional text, folktale, fairy tale, tall tale, legend, myth or fable*
- *Identify schwa sound within a word and as a final syllable*

Standard Area - 1.2: Reading, Analyzing, and Interpreting Text

Grade Level - 1.2.6: GRADE 6

1.2.6.A: Evaluate text organization and content to determine the author's purpose, point of view and effectiveness.

1.2.6.B: Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, and electronic media).

1.2.6.C: Distinguish between essential and nonessential information across a variety of texts; identify bias and persuasive techniques where present.

1.2.6.D: Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations

1.2.6.E: Read, understand and respond to essential content of text and documents in all academic areas.

Standard Area - 1.3: Reading, Analyzing, and Interpreting Literature-Fiction and Non-Fiction

Grade Level - 1.3.6: GRADE 6

1.3.6.A: Read, understand, and respond to works from various genres of literature.

1.3.6.B: Identify and analyze the characteristics of different genres such as poetry, drama , and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.

1.3.6.C: Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme , and point of view.

1.3.6.D: Interpret the effect of various literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, and imagery).

ANALYSIS AND INTERPRETATION OF FICTION AND NONFICTION TEXT: ANCHORS

**R6.B.2 Identify literary devices in text*

- *Identify: rhyme, rhythm, repetition, patterns*
- *Identify figurative language in text*
- *Identify jargon, symbolism, simile, metaphor, slang*
- *Identify examples of personification*
- *Distinguish between essential and nonessential information*
- *Identify examples of alliteration when its use is apparent and presumed intentional*
- *Identify lines from a poem with definite meter*
- *Identify author's point of view or third person point of view*

**R5.B.3 Identify concepts and organization of nonfiction text*

- *Identify statements of facts*
- *Identify statement of opinions*
- *Identify exaggerations/hyperboles*
- *Identify sequencing*
- *Compare and contrast*
- *Identify cause/effect*
- *Identify problem/solution*
- *Use headings to locate information*
- *Interpret graphics and charts*
- *Identify onomatopoeia, idioms and alliteration*
- *Identify stereotypes*

- *review books*

Standard Area - 1.4 Types of Writing

Grade Level - 1.4.6 GRADE 6

1.4.6.A: Write poems, short stories and plays. Identify various organizational methods to support writer's purpose. Include literary elements and devices.

1.4.6.B: Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). Use sources, as appropriate to task.

1.4.6.C: Write persuasive pieces, include a clearly stated position or opinion. Include and develop supporting points using meaningful, convincing evidence, properly cited.

TYPES OF WRITING: ANCHORS

Standard 1.4 Identify types of writing

- *Create independent writing*
- *Create a friendly letter and a business letter*
- *Create a report*
- *Create how-to directions*
- *Create narrative text*
- *Create descriptive text*
- *Create informational sentence*
- *Create persuasive text*
- *Create poetry text*
- *Create plays*
- *Create stories*
- *Write essays and book reports*
- *Critique literary*

Standard Area - 1.5 Quality of Writing

Grade Level - 1.5.6 GRADE 6

1.5.6.A: Write with a clear focus, identifying topic, task and audience and establishing a single point of view.

1.5.6.B: Develop content appropriate for the topic. Gather, organize and determine validity and reliability of information. Write paragraphs that have details and information specific to the topic and relevant to the focus.

1.5.6.C: Write with controlled organization. Use appropriate transitions within sentences and between paragraphs. Establish purpose in the introduction. Include an introduction, body and conclusion.

1.5.6.D: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice. Include features that convey tone and voice (e.g., vivid verbs, specific nouns and modifiers).

1.5.6.E: Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, style tone, and word choice.

1.5.6.F: Use grade appropriate conventions of language when writing and editing. Spell common, frequently used words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.

QUALITY OF WRITING: ANCHORS

Standard 1.5 Identify quality of writing

- *Use the writing process: prewriting, drafting, revising, editing and publishing*
- *Identify nouns, plural nouns, irregular plural nouns, possessive nouns, verbs (singular/plural), verb agreement, verb tenses, the verb to be, adjectives, comparative and superlative adjectives, adverbs, pronouns, singular/plural pronouns, subject/object pronouns, contractions, quotation marks, commas, paragraphs*
- *Identify naming parts of sentences, telling sentences, questions, logical word order*

Standard Area - 1.6: Speaking and Listening

Grade Level - 1.6.6 GRADE 6

1.6.6.A: Listen critically and respond to others in small and large group situations.

1.6.6.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

SPEAKING AND LISTENING: ANCHORS

Standard 1.6 Implement listening and speaking skills

- *Listen to a selection of literature, establish a purpose, listen for a sequence, story, details, main idea*
- *Use speaking skills by asking questions, retelling a message and story, describing a picture or photo, making announcements, giving a description, responding to a phone message, using props, make introductions, following and giving directions, talking about literature, dramatizing, using proper grammar, summarizing an article, responding to voice mail*
- *Listen to others by establishing a purpose for listening, listening critically, listening for sequence, main idea, recall details, musical elements of language, descriptions, and following directions*
- *Present a play*
- *Discuss solving a problem*

Standard Area - 1.7: Speaking and Listening

Grade Level - 1.7.6 GRADE 6

1.7.6.A: Identify and interpret differences in formal and informal language used in speech, writing and literature.

CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE: ANCHORS

Standard 1.7 Recognize that there are other languages

- *Identify differences in formal and informal speech*
- *Identify word meanings that have changed over time (cool/mouse)*

Standard Area - 1.8: Research

Grade Level - 1.8.6 GRADE 6

1.8.6.A: Develop, with teacher guidance, an inquiry-based process in seeking knowledge.

1.8.6.B: Conduct inquiry and research on self-selected or assigned topics using a variety of media sources and strategies with teacher support.

1.8.6.C: Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources.

RESEARCH: ANCHORS

Standard 1.8 Research an assigned topic

- *Use a dictionary*
- *Use table of contents*
- *Use a glossary*
- *Use electronic media*
- *Use library materials*
- *Use an almanac*
- *Use an atlas*
- *Use a manual*
- *Use an encyclopedia*
- *Use a newspaper*
- *Use a phone directory*
- *Use a thesaurus*

Standard Area - 1.9: Information, Communication, and Technology Literacy

Grade Level - 1.9.6 GRADE 6

1.9.6.A: Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.

1.9.6.B: Identify techniques used in particular media messages.