

# Sixth Grade Language Arts Indicators

Student's Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

## Acquisition of Vocabulary Standard

- \_\_\_\_\_ A Use context clues and text structures to determine the meaning of new vocabulary
  - 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
- \_\_\_\_\_ B Infer word meaning through identification and analysis of analogies and other word relationships.
  - 3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.
  - 4. Interpret metaphors and similes to understand new uses of words and phrases in text.
- \_\_\_\_\_ C Apply knowledge of connotation and denotation to learn the meanings of words
  - 2. Apply knowledge of connotation and denotation to determine the meaning of words.
- \_\_\_\_\_ D Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.
  - 5. Recognize and use words from other languages that have been adopted into the English language.
  - 7. Identify symbols and acronyms and connect them to whole words.
- \_\_\_\_\_ E Use knowledge of roots and affixes to determine the meanings of complex words.
  - 6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.
- \_\_\_\_\_ F Use multiple resources to enhance comprehension of vocabulary.
  - 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

- \_\_\_\_\_ A Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
  - 1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.
  - 5. Select, create and use graphic organizers to interpret textual information.
- \_\_\_\_\_ B Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.
  - 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
  - 3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.
  - 4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
- \_\_\_\_\_ C Make meaning through asking and responding to a variety of questions related to text.
  - 6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

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## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

- \_\_\_\_\_ D Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming scanning, reading on or looking back or summarizing what has been read so far in text.
  8. List questions and search for answers within the text to construct meaning.

## Reading Applications: Informational, Technical and Persuasive Text Standard

- \_\_\_\_\_ A Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information.
  5. Analyze information found in maps, charts, tables, graphs and diagrams and cutaways.
- \_\_\_\_\_ B Recognize the difference between cause and effect and fact and opinion to analyze text.
2. Analyze examples of cause and effect and fact and opinion.
- \_\_\_\_\_ C Explain how main ideas connect to each other in a variety of sources.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
- \_\_\_\_\_ D Identify arguments and persuasive techniques used in informational text.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
  7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
- \_\_\_\_\_ E Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas
- \_\_\_\_\_ F Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.

## Literary Text Standard

- \_\_\_\_\_ A Describe and analyze the elements of character development.
1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.
- \_\_\_\_\_ B Analyze the importance of setting.
2. Identify the features of setting and explain their importance in literary text.

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## Literary Text Standard

- \_\_\_\_\_ C Identify the elements of plot and establish a connection between an element and a future event.
  - 3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
- \_\_\_\_\_ D Differentiate between the points of view in narrative text.
  - 4. Explain first, third and omniscient points of view, and explain how voice affects the text.
- \_\_\_\_\_ E Demonstrate comprehension by inferring themes, patterns and symbols.
  - 5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
- \_\_\_\_\_ F Identify similarities and differences of various literary forms and genres.
  - 6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.
- \_\_\_\_\_ G Explain how figurative language expresses ideas and conveys mood.
  - 7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.

## Writing Process Standard

- \_\_\_\_\_ A Generate writing topics and establish a purpose appropriate for the audience.
  - 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
  - 2. Conduct background reading, interviews or surveys when appropriate.
  - 3. Establish a thesis statement for informational writing or a plan for narrative writing.
- \_\_\_\_\_ B Determine audience and purpose for self-selected and assigned writing tasks.
  - 4. Determine a purpose and audience.
- \_\_\_\_\_ C Clarify ideas for writing assignments by using graphics or other organizers.
  - 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
- \_\_\_\_\_ D Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
  - 6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
  - 7. Vary simple, compound and complex sentences structures.
  - 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
  - 9. Vary language and style as appropriate to audience and purpose.
  - 10. Use available technology to compose text.
  - 11. Reread and analyze clarity of writing.
  - 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
  - 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.

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## Writing Process Standard

- \_\_\_\_\_ E Select more effective vocabulary when editing by using a variety of resources and reference materials.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
- \_\_\_\_\_ F Edit to improve fluency, grammar and usage.
15. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
- \_\_\_\_\_ G Apply tools to judge the quality of writing.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- \_\_\_\_\_ H Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

## Writing Applications Standard

- \_\_\_\_\_ A Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
- \_\_\_\_\_ B Write responses to literature that extend beyond the summary and support judgments through references to the text.
2. Write responses to novels, stories and poems that provide an interpretation, critique or reflection and support judgments with specific references to the text.
- \_\_\_\_\_ C Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
- \_\_\_\_\_ D Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
4. Write informational essay or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose audience and context.
- \_\_\_\_\_ E Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.

## Writing Conventions Standard

- \_\_\_\_\_ A Use correct spelling conventions.
1. Spell frequently misspelled and high-frequency words correctly.

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## Writing Conventions Standard

- \_\_\_\_\_ B Use conventions of punctuation and capitalization in written work.
2. Use commas, end marks, apostrophes and quotation marks correctly.
  3. Use semicolons, colons, hyphens, dashes and brackets.
  4. Use correct capitalization.
- \_\_\_\_\_ C Use grammatical structures to effectively communicate ideas in writing
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
  6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.
  7. Use nominative, objective, possessive, indefinite and relative pronouns.
  8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.

## Research Standard

- \_\_\_\_\_ A Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
- \_\_\_\_\_ B Locate and summarize important information from multiple sources.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
  3. Identify elements of validity in sources including publication date, coverage, language, points of view, and discuss primary and secondary sources.
- \_\_\_\_\_ C Organize information in a systemic way.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
  5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
- \_\_\_\_\_ D Acknowledge quoted and paraphrased information and document sources used.
6. Use quotations to support ideas.
  7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
- \_\_\_\_\_ E Communicate findings orally, visually and in writing or through multimedia.
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## Communication: Oral and Visual Standard

- \_\_\_\_\_ A Use effective listening strategies, summarize major ideas and draw logical inference from presentations and visual media.
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
  2. Summarize the main idea and draw conclusions from presentations and visual media.

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## Communication: Oral and Visual Standard

- \_\_\_\_\_ B Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
  4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
- \_\_\_\_\_ C Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
  6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
  7. Adjust speaking content according to the needs of the situation, setting and audience.
- \_\_\_\_\_ D Select an organizational structure appropriate to the topic, audience, setting and purpose.
8. Deliver informational presentations (e.g., expository, research) that:
    - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
    - b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
    - c. include an effective clear introduction, and conclusion and use a consistent organizational structures (e.g., cause-effect, compare-contrast);
    - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
    - e. draw from multiple sources and identify sources used.
- \_\_\_\_\_ E Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.
8. Deliver informational presentations (e.g., expository, research) that:
    - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
    - c. include an effective introduction and use consistent organization structure (e.g., cause-effect, compare-contrast);
    - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
    - e. draw from multiple sources and identify sources used.
- \_\_\_\_\_ F Give presentations using a variety of delivery methods, visual materials and technology.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
  10. Deliver persuasive presentations that:
    - a. establish a clear position;
    - b. include relevant evidence to support position and to address potential concerns of listeners; and
    - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).