GRADE 6

As students enter sixth grade, they increasingly move from concrete to abstract thinking, examine and challenge the ideas of others, and expand their ability to express and justify their own points of view. To acknowledge this transition in thinking, standards in the middle grades also transition from the earlier grades' explicit focus on building foundational literacy skills (with concurrent emphasis on reading and writing) to the application of foundational skills and knowledge to read and respond to various types of literature. The Course of Study for Grades 6-8 marks this progression by organizing standards into types of literacy (critical, digital, language, research, and vocabulary). Each literacy type is followed by an explanation of its overarching concept, which is the same in each grade from six through twelve. The categories (reading, listening, writing, and speaking) continue as in previous grades, with a standard in every category.

The Grades 6-8 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards. These recurring standards are to be emphasized throughout the middle grades.

RECURRING STANDARDS FOR GRADES 6-8

Students will:

Reception

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

Expression

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

GRADE 6 CONTENT STANDARDS

Each content standard completes the stem "*Students will…*"

CRITICAL LITERACY		
Process and employ information for a variety of academic, occupational, and personal purposes.		
RECEPTION	READING	1. Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. 2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. 3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. 4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.

	LISTENING	5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. 6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.
EXPRESSION	WRITING	7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details. b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.
	SPEAKING	8. Participate in collaborative discussions using information from a source. 9. Participate in collaborative discussions about literary devices and elements found in prose and poetry.

DIGITAL LITERACY		
Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.		
RECEPTION	READING	10. Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. *Examples: online academic journals, social media, blogs, podcasts* 11. Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.
	LISTENING	12. Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.
EXPRESSION	WRITING	13. Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. *Examples: social media posts, blog posts, podcast episodes, infographics*
	SPEAKING	14. Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. *Examples: speaking to defend or explain a digital poster, multimedia presentation, or video*

<table>
<tr><th colspan="3">LANGUAGE LITERACY</th></tr>
<tr><td colspan="3">Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</td></tr>
<tr><td rowspan="2">RECEPTION</td><td>READING</td><td>15. Identify the conventions of standard English grammar and usage in published texts.
a. Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.
b. Evaluate pronoun usage for number and case.
Examples: subjective, objective, possessive
c. Identify common errors in pronoun usage.
Examples: person, number, ambiguous antecedents

16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.
a. Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.
Examples: poetry, informational texts, narratives</td></tr>
<tr><td>LISTENING</td><td>17. Assess a speaker’s organizational choices to determine point of view, purpose, and effectiveness.

18. Identify a speaker’s correct usage of language, including subject-verb agreement and pronouns.</td></tr>
<tr><td>EXPRESSION</td><td>WRITING</td><td>19. Demonstrate command of standard English grammar, usage, and mechanics when writing.
a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.
b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</td></tr>
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		Standard 19 continued... c. Compose and revise writing by using various pronouns and their antecedents correctly. *Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite*
	SPEAKING	20. Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

RECEPTION	READING	21. Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. 22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.
	LISTENING	23. Use an audio or audio-visual source of information to obtain the answer to a question.
EXPRESSION	WRITING	24. Write about research findings independently over short and/or extended periods of time. 25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. *Example: MLA, APA*
	SPEAKING	26. Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations. a. Answer questions in discussions about their research findings.

VOCABULARY LITERACY		
Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.		
RECEPTION	READING	27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.
	LISTENING	28. Discover word meanings through active listening in various contexts. *Examples: classroom discussion, oral presentations, digital formats*
EXPRESSION	WRITING	29. Use academic vocabulary in writing to communicate effectively.
	SPEAKING	30. Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.