



## NEW EXPECTATIONS FOR SIXTH GRADE:

- ▶ Move from writing opinions to writing arguments. Arguments are more formal and objective, and they rely on evidence (like quotations or statistics).
- ▶ When citing evidence from a text, decide whether to quote the text directly or to paraphrase it (put it in different words).
- ▶ Work on longer research projects as well as shorter ones. Be flexible: adjust a project's focus or research question as needed.
- ▶ Decide on goals (what needs to be done) and roles (who will be responsible for what) when working in a group.



## BY THE END OF SIXTH GRADE, STUDENTS CAN:



- ▶ Read a play or poem silently. Then listen to someone reading or performing it aloud. Compare the two experiences.
- ▶ Describe how a story's plot develops and how characters change during the story.
- ▶ Summarize a text objectively, without personal opinions.
- ▶ Understand how different words can have similar meanings (denotations) but very different feelings (connotations): for example, *thrifty* and *stingy*.
- ▶ Understand what plagiarism is and how to avoid it.
- ▶ Decide whether a speaker is citing enough evidence to support their claims.
- ▶ Analyze the impact of a specific word, phrase, sentence, paragraph, or section in a text.
- ▶ Use parentheses, commas, and dashes around words that add extra information to a sentence. For example, write *The three boys—Joey, Amid, and Juan—went to look for the missing notebook.*

## QUESTIONS YOU CAN ASK YOUR CHILD:

- ▶ Can you tell me about the last research project you did?
- ▶ When you are working in a group, how do you and your classmates decide how you will get your work done?



## TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- ▶ What new types of writing your child is exploring
- ▶ What topics your child is curious about and what types of things they read at home

