

Jackson Area Catholic Schools

Language Arts Academic Standards for Sixth Grade

Reading

Word Recognition and Word Study

Word Recognition

- R.WS.06.01** The student will explain and use word structure, sentence structure and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.SW.06.02** The student will use structural, syntactic and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes and syllabication.
- R.WS.06.03** The student will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing in grade-level reading and oral language contexts.
- R.SW.06.04** The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.SW.06.05** The student will acquire and apply strategies to identify unknown words and construct meaning.

Fluency

- R.WS.06.06** The student will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

Vocabulary

- R.WS.06.07** The student, in context, will determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

Narrative Text

- R.NT.06.01** The student will describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural and contemporary literature recognized for quality and literary merit.
- R.NT.06.02** The student will analyze the structure, elements, style and purpose of narrative genre including folktales, fantasy, adventure and action stories.
- R.NT.06.03** The student will analyze how dialogue enhances the plot, characters and themes; differentiates major and minor characters; and builds climax.
- R.NT.06.04** The student will analyze how authors use literary devices including dialogue, imagery, mood and understatement to develop the plot, characters, point of view, and theme.

Informal Text

- R.IT.06.01** The student will analyze the structure elements, features, style and purpose of informational genre, including research reports, “how-to” articles and essays.
- R.IT.06.02** The student will analyze organizational text patterns including descriptive chronological sequence and problem/solution.
- R.IT.06.03** The student will explain how authors use text features including footnotes, bibliographies, introductions summaries, conclusions, and appendices to enhance the understanding of central, key and supporting ideas.

Comprehension

- R.CM.06.01** The student will connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.06.02** The student will retell through concise summarization grade-level narrative and informational text.
- R.CM.06.03** The student will analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.06.04** The student will apply significant knowledge from grade-level science, social studies and mathematics texts.

Metacognition

- R.MT.06.01** The student will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including predicting, constructing mental images, visually representing ideas in text, inferring, summarizing and engaging in interpretive discussions.
- R.MT.06.02** The student will plan, monitor, regulate and evaluate skills, strategies and processes for their own reading comprehension.
- R.MT.06.03** The student will analyze and assess their own writing and that of others in terms of purpose, context, and audience based on expert standards.

Critical Standards

- R.CS.06.01** The student will compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

Reading Attitude

- R.AT.06.01** The student will be enthusiastic about reading and do substantial reading and writing on their own.
- R.AT.06.02** The student will be enthusiastic about reading aloud, perfecting fluency and developing expression.
- R.AT.06.03** The student will develop and demonstrate a Catholic/Christian philosophy through summary and discussion of literature.

Writing

Writing Genre

- W.GN.06.01** The student will write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict, and issues of plot, theme, and imagery.
- W.GN.06.02** The student will write a personal, persuasive or comparative essay that includes organizational patterns supporting key ideas.
- W.GN.06.03** The student will formulate research questions using multiple resources and perspectives that allow them to organize, analyze and explore problems and pose solutions that culminate in a final presented project using the writing process.

Writing Process

- W.PR.06.01** The student will set a purpose, consider audience and replicate authors' styles and patterns when writing narratives or informational text.
- W.PR.06.02** The student will apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).
- W.PR.06.03** The student will revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristic with audience and purpose in mind.
- W.PR.06.04** The student will draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience when writing compositions.
- W.PR.06.05** The student will independently and collaboratively edit and proofread writing using grade-level checklists.

Personal Style

- W.PS.06.01** The student will exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Grammar and Usage

W.GR.06.01 The student will, in context of writing, correctly use style conventions and a variety of grammatical structures, including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

Spelling

W.SP.06.01 The student will in the context of writing, correctly spell frequently encountered and frequently misspelled words.

W.SP.06.02 The student will correctly spell words independently in written work and assessments.

Handwriting

W.HW.06.01 The student will write neatly and legibly in cursive.

W.HW.06.02 The student will complete designated work in cursive.

W.HW.06.03 The student will use, correct letter formation including size, shape, slant, spacing and neatness.

Writing Attitude

W.AT.06.01 The student will be enthusiastic about writing and learning to write.

W.AT.06.02 The student will demonstrate through writing an understanding of their Catholic/Christian Faith in relation to literature read and/or other given topics.

Speaking

Conventions

- S.CN.06.01** The student will adjust their use of language to communicate effectively with a variety of audiences by asking and responding to questions and remarks to engage the audience when presenting.
- S.CN.06.02** The student will speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.
- S.CN.06.03** The student will deliver presentations in standard American English.

Discourse

- S.DS.06.01** The student will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships or other conversation protocols.
- S.DS.06.02** The student will respond to multiple text types in order to compare/contrast ideas, form and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.
- S.DS.06.03** The student will discuss written narratives that include a variety of literary and plot devices.
- S.DS.06.04** The student will plan a focused and coherent informational presentation using informational organizational pattern; select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.

Listening and Viewing

Conventions

- L.CN.06.01** The student will respond to, evaluate, and analyze the speaker's effectiveness and content when listening or viewing a variety of speeches and presentations.
- L.CN.06.02** The student will demonstrate appropriate social skills of audience behavior (eye contact, attentive, supportive) and critically examine the verbal and non-verbal strategies used during speeches and presentations.

Response

- L.RP.06.01** The student will listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.
- L.RP.06.02** The student will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.06.03** The student will identify a speaker's affective communications expressed through tone, mood and emotional cues.
- L.RP.06.04** The student will relate a speaker's verbal communications to the non-verbal message communicated.
- L.RP.06.05** The student will respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/ contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.
- L.RP.06.06** The student will respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.
- L.RP.06.07** The student will identify persuasive and propaganda techniques used in television, and identify false and misleading information.

Research

Strategies

- RS.S.06.01** The student will research issues using multiple and varied resources to discriminate importance and synthesize key ideas.
- RS.S.06.02** The student will use various informational genre (periodical, encyclopedia, dictionary, thesaurus, atlas, almanac, and the Internet).
- RS.S.06.03** The student will use available technology.