



The Diocese of Knoxville

Living our Roman Catholic faith in East Tennessee

GRADE SIX READING

The Diocese of Knoxville has adapted the following Literature/English standards to establish the knowledge, understanding, and skills students need to acquire in order to satisfy the English/Language Arts requirements for Grade 6. These standards are intended for teachers, students and parents.

READING APPLICATION

Each year students' reading should demonstrate their development in applying the strategies learned to comprehend and interpret information and develop skills that are the foundation for independent reading. Students advancing through the grades are expected to meet each year's specific standards, retain or further develop skills and understandings mastered in previous grades, and work steadily toward meeting the more general expectations described in the anchor standards.

Reading is divided into three standards:

- I. Foundational Reading:** Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonemic awareness, vocabulary acquisition, English syntax and other basic conventions of the English reading and writing system.
- II. Literature Reading:** Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is appreciated for artistic value.
- III. Informational Reading:** Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts and tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

SUMMARY-READING

Grade Six (6)

Students in Grade 6 are now demonstrating fluent oral reading. Intonation, pacing, and articulation are appropriate for the text. Students in sixth grade will read from a wide array of genres, selected from diverse cultures and different historical periods, including novels, stories, prose, drama, and poetry. Students will increase their comprehension levels to understand and integrate information from all the content areas. Students establish working knowledge of the internet to gather

information for oral presentations and written reports. Sixth grade students engage in comparative analysis of different texts.

Sixth grade readers continue increasing their oral reading rate to conversational pace. Sixth grade students demonstrate appropriate use of pauses, pitch, stress and intonation as they read in clauses and sentences to support comprehension. Sixth graders have mastered the art of silent reading.

The Diocese of Knoxville stipulates the following outcomes in reading for Grade Six students:

Vocabulary Acquisition

1. Determine the meaning of unknown words by using a variety of context clues, including word sentence and paragraph clues.
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
3. Recognize the difference between the meanings of connotation and denotation and identify the connotations of word choice: negative, positive, neutral.
4. Apply the meaning of the terms *synonym*, *antonym*, *homophone*, and *homograph* to vocabulary words.
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.
6. Identify word origins to determine the meaning of unknown words and phrases.
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Strategic Thinking in Literature

9. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
10. Compare and contrast information on a single topic from across different texts and non-text resources.
11. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence..
12. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
13. Self-regulate own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or referring back to the text.
14. List questions and search for answers within the text to construct meaning.
15. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

16. Independently read and comprehend books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Critical Reading in informational text

17. Make inferences about informational text from the title page, table of contents and chapter headings.
18. Summarize main ideas in informational text, using supporting details as appropriate.
19. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.
20. Identify examples of cause and effect used in informational text.
21. Draw conclusions from information in maps, charts, graphs and diagrams.
22. Integrate information through interdisciplinary themes and units in social studies, science, religion, and English.
23. Clarify steps in a set of instructions or procedures for completeness.

Critical Reading in literature

24. Describe the thoughts, words and interactions of characters.
25. Distinguish between direct and indirect characterization. (A method for indirect characterization could be: STEAL-speech, thoughts, effects, actions, and looks).
26. Analyze how the description of time and space (setting) connects to mood, tone, and foreshadowing.
27. Identify the main incidents of a plot sequence identifying the major conflict and its resolution.
28. Identify the speaker and distinguish between first- and-third-person, third-person limited and omniscient narration.
29. Determine the theme and whether it is implied or stated directly.
30. Identify and describe the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.
31. Interpret how an author's choice of words appeals to the senses and suggests mood.
32. Identify and explain the use figurative language in literary works.
33. Analyze how a character's thoughts, words and actions reveal his or her motivations.
34. Identify the main incidents of a plot sequence and explain how they influence future action.
35. Identify the speaker and explain how point of view affects the text.

Research/Media Literacy

36. Select, create and use graphic organizers to interpret textual information
37. Use diverse forms of technology to create presentations, conduct research, and facilitate learning.

STANDARD-READING

GRADE SIX (6)

STANDARD(S)

STANDARD DESCRIPTION

READING: LITERATURE

1. KEY IDEAS AND DETAILS

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and analyze how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

II. CRAFT AND STRUCTURE

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.4.1 Recognize the use of cultural dialects through reading experiences.
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.5.1 Analyze how structure impacts the meaning of a poem.
- RL.6.5.2 Discuss how text structure affects meaning including chronological order, order of importance and spatial order.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

- RL.6.7 Apply Catholic principles and teachings in the evaluation of literary themes and plots.
- RL.6.8 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live

version (e.g. person’s life story told in print, video, or multimedia), of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. Analyze which details are emphasized and how the account unfolds in each version. (Note: A basic understanding of the difference between mediums would be beneficial. For example, some cinematic or dramatic terms such as shots, lighting, framing, angles may be enlightening).

- RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- RL.6.9.1** Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.
- RL.6.10** Distinguish among fact, opinion, propaganda, and reasoned judgment presented in a text while using prudence with what texts might label opinions vs. universal, abstract truths such as virtues.
- RL.6.11** Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading additional texts.
- RL.6.12** Expand and use vocabulary critical to the meaning of text.
- RL.6.13** Develop analytical sense of word meaning through the analysis of common Latin and Greek root words, prefixes and suffixes.

III. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

- RL.6.14** Read and comprehend literature, including stories, dramas and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RL.6.15** Self-select appropriate text for research and personal reading.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

STANDARDS

STANDARD DESCRIPTION

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

II. CRAFT AND STRUCTURE

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.6.1 Discuss how text structure affects meaning including chronological order, order of importance and spatial order.

V. INTEGRATION OF KNOWLEDGE AND IDEAS

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, digitally, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing premises that are supported by reasons and evidence from conclusions that are not.
- RI.6.9 Contrast deductive and inductive reasoning.

RI.6.10	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.11	Expand the use of reference materials for gathering information and develop rubrics for evaluating validity of sources from web sources.
RI.6.12	Extend awareness of world cultures and historical perspectives through diverse texts, including first-person materials, accounts of historical events, documents and historical fiction.

RANGE OF READING LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RI.6.13	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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GRADE SIX ENGLISH LANGUAGE ARTS (ELA)

The Diocese of Knoxville has adapted the following English Language Arts (ELA) standards to establish the knowledge, understanding, and skills students need to acquire in order to satisfy the English requirements for Grade 6. These standards are intended for teachers, students and parents.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students progress through school the essential rules of Standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary, written and spoken English including the conventions and mechanics of the English language.

English /Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English**
- II. Knowledge of Language**
- III. Vocabulary Acquisition and Use**

SUMMARY-ELA

GRADE Six (6)

Sixth grade students demonstrate command of the conventions of English grammar and usage when writing and speaking. Students can explain the functions of conjunctions, prepositions, and interjections, as well as verb tenses to convey various times, sequences, states and conditions. Grade 6 students recognize and are able to correct inappropriate shifts in verb tenses. Sixth grade students have a command of capitalization, punctuation, and spelling. They use knowledge of language when writing, speaking, reading or listening, and can compare and contrast dialects or registers used in stories, poems or drama. Students have the knowledge to clarify the meanings of unknown multiple-meaning words and phrases based on grade level appropriate readings, by using cause/effect relationships, Greek and Latin affixes and roots, and are able to consult reference materials both print and digitally. Students also understand the meanings and usage of word relationships, figurative language, and nuances in word meanings.

The Diocese of Knoxville stipulates the following outcomes in English/ Language Arts for Sixth Grade students:

Cursive Writing

1. Write legibly in cursive, spacing letters, words and sentences appropriately.

Spelling

2. Spell commonly misspelled words correctly (Refer to appendix).
3. Spell roots, suffixes and prefixes correctly.

Punctuation

4. Correctly use punctuation introduced in earlier grades, and learn how to use s semi-colon or comma with *and*, *but*, or *or* to separate the sentences that form a compound sentence.

Grammar and Usage

5. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).
6. Use conjunctions and interjections.
7. Use adverbs.
8. Use prepositions and prepositional phrases.
9. Understand what a complete sentence is, and identify subject and predicate.
10. Identify and use independent and dependent clauses.
11. Identify and correct sentence fragments and run-ons.
12. Identify different types of sentences, and write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
13. Use objective and nominative case pronouns.
14. Recognize verbs in active voice and passive voice, and avoid unnecessary use of passive voice.
15. Recognize verb homophones and use correctly.

16. Correctly use words that are commonly misused (Refer to appendix).

Vocabulary Development

- 17. Recognize and know the meaning of common word roots from Latin and Greek.(Refer to appendix)
- 18. Determine the meanings of unknown words from grade level readings.
- 19. Interpret figurative language in context.
- 20. Recognize and explain idioms, adages, proverbs, parables.
- 21. Utilize the relationship between particular words to acquire vocabulary.
- 22. Use accurately general academic, grade specific words and phrases.

STANDARDS-ELA

Grade Six

I. CONVENTIONS OF STANDARD ENGLISH

STANDARD(s)

STANDARD DESCRIPTION

L.6.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.6.1.1	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.2	Use intensive pronouns (e.g., <i>myself, ourselves</i>).
L.6.1.3	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.4	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1.5	Identify and use relative pronouns, intensive/reflexive pronouns, demonstrative pronouns, possessive pronouns and indefinite pronouns. Identify the antecedent of the pronoun. Demonstrate agreement of antecedent with pronoun.
L.6.1.6	Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

L.6.1.6A	Identify direct and indirect objects.
L.6.1.5B	Identify the use of words in the possessive case, nominative case and the objective case.
L.6.1.5C	Identify the use of nouns of direct address and appositives.
L.6.1.5D	Demonstrate understanding of and use predicate nominative and predicate adjective. (a.k.a. predicate nouns or subject complements).
L.6.1.5F	Determine the functions of the parts of speech within the sentence.
L.6.1.5G	Identify and use verb phrases.
L.6.1.5H	Use the correct verb that agrees in number with the subject.
L.HW.6	Produce legibly written work, applying the standards of cursive handwriting.
L.6. 2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.6.2.1	Use punctuation (commas, parentheses, dashes, ellipses, brackets) to set off nonrestrictive/parenthetical elements.
L.6.2.2	Spell correctly grade-specific academic vocabulary.
L.6.2A	Choose effective word choices based on subject and intent.
L.6.2B	Demonstrate the use of concrete, abstract, and collective nouns in original compositions.

II. KNOWLEDGE OF LANGUAGE

- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3.1 Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3.2 Maintain consistency in style and tone.

III. VOCABULARY ACQUISITION AND USE

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade Six reading and content*, choosing flexibly from a range of strategies (e.g. understanding how the word is used in a sentence, analyzing the word's sound, spelling, and meaningful parts; consulting glossaries or dictionaries, both print and digital)
- L.6.4.1 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4.2 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *audience, auditory, audible*).
- L.6.4.3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4.4 Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- L.6.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.6.5.1** Interpret figures of speech (e.g., personification) in context.
- L.6.5.2** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5.3** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *untasteful*, *thrifty*).
- L.6.6** Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GRADE SIX WRITING

The Diocese of Knoxville has adapted the following Writing Standards to establish the knowledge, understanding, and skills students need to acquire in order to satisfy the Writing requirements for Grade 6. These standards are intended for teachers, students and parents.

WRITING APPLICATION

Each year student's writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. In sixth grade, it is appropriate to emphasize revision, with the expectation that students will revise and edit to produce a finished product that is thoughtful, well-organized, and reasonably correct in grammar, mechanics, and spelling. While imaginative writing should occur, greater emphasis should be on expository writing.

Writing standards are benchmarked to assist in developing writers that are able

to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose**
- II. Production and Distribution of Writing**
- III. Research to Build and Present Knowledge**
- IV. Range of Writing**
- V. Handwriting**

SUMMARY-WRITING

GRADE SIX(6)

Students in sixth grade demonstrate sophisticated writing skills from their use of specific vocabulary and syntax to a more cohesive organization of ideas that incorporate a range of content and a variety of sources. Their writing demonstrates a command of the conventions of the English language, familiarity with organizational features, and a clear style of writing appropriate for an identified purpose and audience, and experience with the stages of the writing process (e.g., prewriting, drafting, revising, editing). Students use technology to compose and publish documents and to find resources and gather information to support their main idea.

Students in sixth grade can write argument pieces that introduce a claim about a topic or issues and are able to organize the reasons and evidence to support the claim. Opinions stated are created in an organized structure with ideas logically grouped to support the writer's purpose. Opinions are linked using words, phrases, and clauses, and provide a concluding statement related to the opinion presented. Students can sustain an objective style and tone. Topics are clearly introduced and are supported with facts, definitions, concrete details and quotations. Ideas are linked across categories of information using words, phrases, and clauses. Precise language and domain-specific vocabulary is used to inform or explain the topic. Concluding statements related to the information or explanation finalizes the text. Students use narrative techniques, such as dialogue, description and pacing to develop experiences to show the responses of characters to situations. A variety of transitional words manages the sequence of events while concrete words and sensory details precisely convey experiences and provide a conclusion that follows the narrative.

Sixth grade students learn to produce clear and coherent writing appropriate to task, purpose, and audience that is strengthened through planning, revising, editing, and rewriting, or beginning anew. The use of technology, including the internet helps with collaboration and the coordination of information, production and publication of students' writings. Students learn to research using several sources to build knowledge to conduct short research projects. Students also learn to summarize or paraphrase information in notes and finished work, and to provide a list of sources. Students learn to draw evidence from literary or informational texts to support analysis, reflection, and research. They apply sixth grade Reading Standards to exhibit in writing comparing/contrasting characters, settings, or events in a story. They also apply reading Standards to explain author's use, reasons, and evidence to support and identify reasons and evidence of support.

The Diocese of Knoxville stipulates the following exit skills in writing application for Grade Six students:

1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast, argument, persuasion) and includes facts, details and examples to illustrate important ideas.
5. Write argumentative essays.
6. Write persuasive essays to defend a topic or opinion, with attention to defining a thesis and supporting the thesis with evidence, examples, and reasoning.
7. Produce informal writings (e.g. journals, notes and poems) for various purposes.
8. Conduct background reading, interviews or surveys when appropriate to complete writing.
9. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, and Venn diagrams) to plan writing.
10. Organize writing, beginning with an introduction, body, resolution of plot, and closing statement.
11. Vary simple, compound and complex sentence structures, and vary language and style to audience and purpose.
12. Use technology to compose text.
13. Reread, rearrange proofread writings to assess for clarity, mechanics, and methods.
14. Apply tools (e.g., rubric checklist and feedback) to judge the quality of writing.
15. Prepare for publication (e.g., for display or sharing with others) writings that follow a format appropriate to the purpose using electronic resources and graphics to enhance the final product.

STANDARD-WRITING

GRADE SIX

I. TEXT TYPES AND PURPOSES

STANDARD

STANDARD DESCRIPTION

- W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- W.6.1.1** Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.2** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1.3** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1.4** Establish and maintain a formal style.
- W.6.1.5** Provide a concluding statement or section that follows from the argument presented.
- W.6.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.6.2.1** Introduce a topic and organize ideas, concepts, and information,, using strategies such as definition, classification, comparison/contrast, and cause/effect; Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2.2** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2.3** Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2.5** Establish and maintain a formal style.
- W.6.2.6** Provide a concluding statement or section that follows from the information or explanation presented.

- W.6.2.7** Produce a five- paragraph essay.
- W.6.2.8** Use MLA style for bibliography.
- W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3.1** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3.2** Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters.
- W.6.3.3** Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3.4** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3.5** Provide a conclusion that follows from the narrated experiences or events.
- W.6.3.5A** Demonstrate understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena; the hero's journey, quest, or task).
- W.6.3.5B** Write analytical responses to poetry.
- W.6.3.5C** Write poetry using the elements of poetry (e.g., rhyme, meter, sensory language, alliteration, simile, metaphor, etc.).
- W.6.3.5D** Write for communication and correspondence: friendly and business letters, memos, thank you notes, e-mail and electronic notes.

II. PRODUCTION AND DISTRIBUTION OF WRITING

- W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types defined in Standards 1-3).
- W.6.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6 standards).
- W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.6.7** Apply spelling and grammar rules to written work in all content areas.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.6.8** Perform short, focused research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.9** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for success.
- W.6.10** Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.11 Apply *Grade 6 Reading Standards* to literature (e.g., “compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”).

W.6.12 Apply *Grade 6 Reading Standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

IV. RANGE OF WRITING

W.6.13 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline, specific tasks, purposes and audiences.

W.6.14 Use symbols, pictures, charts and graphs to convey thoughts and meaning in written pieces.

V. HANDWRITING

HW.6.1 Use the conventions of cursive in purposeful writing activities.

GRADE SIX SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Six (6).

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and

develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation and Knowledge and Ideas

SUMMARY-SPEAKING AND LISTENING

GRADE SIX (6)

Sixth grade students effectively engage in a range of collaborative discussions with diverse partners on Grade 6 topics. Students are prepared for discussions and follow the agreed-upon rules for discussions and assigned roles. Students can pose and respond to specific questions and draw conclusions based on information and knowledge from the discussion. Students in Grade 6 can summarize and paraphrase a written text presented in diverse media and formats, including visually, quantitatively, and orally. Students also can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Students in Grade 6 can report on a topic or argue a point persuasively, sequencing ideas logically by using appropriate facts and relevant details speaking clearly at an understandable pace. The use of technology and multimedia components are an integral part in providing visual displays supporting the presentation. Sixth grade students can be highly creative in their projects and products and their natural tendency towards creature and display should be nurtured and further developed. Students in Grade 6 can adapt speech to a variety of contexts using formal English when appropriate to task and situation.

The Diocese of Knoxville stipulates the following exit skills in Speaking and Listening for Grade Six students:

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Participate civilly and productively in group discussions. (Instructional suggestions: Philosophical chairs or Socratic seminars).

3. Interpret the main idea and draw conclusions from oral presentations and visual media.
4. Identify the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
5. Discuss how facts and opinions are used to shape the opinion of listeners and viewers. (Define opinion as it also relates to abstract truths).
6. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
7. Use clear diction, pitch, tempo, and tone, and adjust volume and tempo to stress important ideas.
8. Adjust speaking content according to the needs of the situation, setting and audience.
9. Deliver informational presentations (e.g., expository, research) that:
 - A) Demonstrates 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) Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
 - D) Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology
 - E) Draw from several sources used
10. Deliver formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details.
11. Deliver persuasive presentations that:
 - A) Establish a clear position
 - B) Include relevant evidence to support a position and to address potential concerns of listeners
 - C) Follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

STANDARDS-SPEAKING AND LISTENING GRADE SIX

I. COMPREHENSION AND COLLABORATION

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

SL.6.1.1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to

evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- SL.6.1.2** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1.3** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1.4** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL.6.3A** Demonstrate respect for views of others judging new ideas in light of Catholic doctrine.
- SL.6.3B** Recognize reasonable arguments and views of others and assimilate into personal reflection.

PRESENTATION OF KNOWLEDGE AND IDEAS

- SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

(See Grade 6 Language standards 1 and 3 for specific expectations).

SL.6.6A

Use appropriate manners and speech when addressing individuals or groups.