

# NATIONAL STANDARDS

## ENGLISH LANGUAGE ARTS

The standards below were developed jointly by IRA and NCTE and are considered to be the National Standards for English Language Arts. As you review these standards, consider the connections between these standards and the North Carolina Standard Course of Study for English Language Arts. *(See the back page of this document to contact IRA or NCTE for National Standards ordering information.)*

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, videos) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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# GRADE 6 FOCUS ON LEARNING

## ACTIVITY STARTERS

The following activities are springboards for planning classroom instruction. They are not comprehensive; rather, they are meant to provoke creative ideas for guiding students in their study of English Language Arts and show the interrelationship of the goals and strands.

Adolescents often identify with characters like Charlie Brown. Using a work like the Peanuts comic strips and/or videos, stimulate discussions around issues of concern to students (for example, does how we feel about ourselves influence how others treat us?). From this discussion lead students toward keeping a log of self-reflections. Encourage students to use remembered feelings and specific details as they write.

	STRANDS			GOALS					
FOCUS	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L
ANCILLARY	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L

Have students create diary entries for characters they meet in autobiographies or biographies. Encourage students to make reference to situations that were actually happening during that time period and to use the character's style of speech as they create entries.

	STRANDS			GOALS					
FOCUS	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L
ANCILLARY	O	W	OMT	EXP	INFO	ARG	CRIT	LIT	G/L

## PROFESSIONAL ORGANIZATIONS

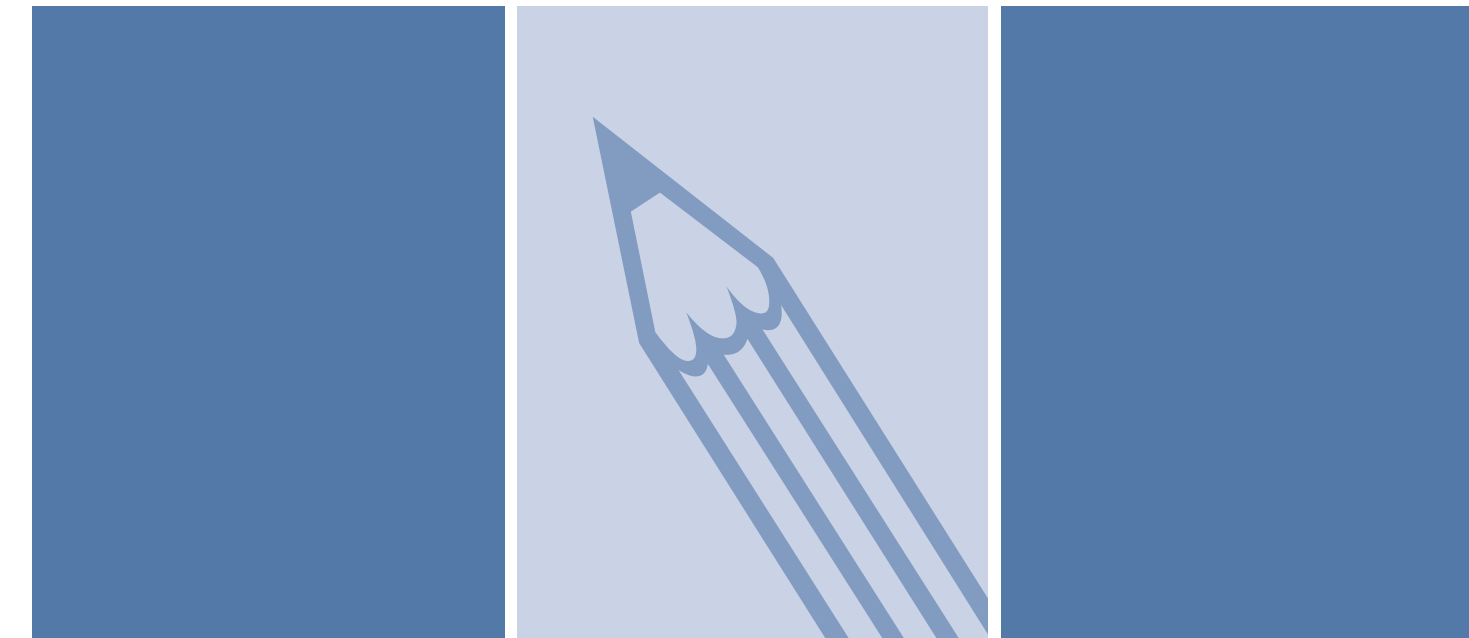
- International Reading Association (IRA): [www.reading.org](http://www.reading.org)
- National Council of the Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)
- North Carolina English Teachers Association (NCETA): [www.nceta.net](http://www.nceta.net)
- National Middle School Association (NMSA): [www.nmsa.org](http://www.nmsa.org)
- North Carolina Middle School Association (NCMSA): [www.ncmsa.net](http://www.ncmsa.net)
- National Writing Project (NWP): [www.writingproject.org](http://www.writingproject.org)

## DPI CONTACTS

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# ENGLISH LANGUAGE ARTS OVERVIEW

Sixth grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in sixth grade is placed on personal expression, students also:

- Interpret and synthesize information.
- Develop an understanding of the foundations of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

GRADE **6**



# STRANDS: ORAL LANGUAGE, WRITTEN LANGUAGE AND OTHER MEDIA/TECHNOLOGY

EXPRESSIVE	INFORMATIONAL	ARGUMENTATIVE	CRITICAL	LITERARY	GRAMMAR/LANGUAGE USAGE
<p><b>COMPETENCY GOAL 1</b></p> <p>The learner will use language to express individual perspectives drawn from personal or related experiences.</p>	<p><b>COMPETENCY GOAL 2</b></p> <p>The learner will explore and analyze information from a variety of sources.</p>	<p><b>COMPETENCY GOAL 3</b></p> <p>The learner will examine the foundations and the use of argument.</p>	<p><b>COMPETENCY GOAL 4</b></p> <p>The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.</p>	<p><b>COMPETENCY GOAL 5</b></p> <p>The learner will respond to various literary genres using interpretive and evaluative processes.</p>	<p><b>COMPETENCY GOAL 6</b></p> <p>The learner will apply conventions of grammar and language usage.</p>
<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>
<p><b>1.01</b></p> <p>Narrate an expressive account (e.g., fictional or autobiographical) which:</p> <ul style="list-style-type: none"> <li>uses a coherent organizing structure appropriate to purpose, audience, and context.</li> <li>tells a story or establishes the significance of an event or events.</li> <li>uses remembered feelings and specific details.</li> <li>uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions).</li> </ul>	<p><b>2.01</b></p> <p>Explore informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>studying the characteristics of informational works.</li> <li>restating and summarizing information.</li> <li>determining the importance and accuracy of information.</li> <li>making connections between works, self and related topics/information.</li> <li>comparing and/or contrasting information.</li> <li>drawing inferences and/or conclusions.</li> <li>generating questions.</li> </ul>	<p><b>3.01</b></p> <p>Explore argumentative works that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding what is read, heard, and/or viewed.</li> <li>analyzing the characteristics of argumentative works.</li> <li>determining the importance of author's word choice and focus.</li> <li>summarizing the author's purpose and stance.</li> <li>making connections between works, self and related topics.</li> <li>drawing inferences.</li> <li>responding to public documents (such as but not limited to editorials and school and community policies).</li> <li>distinguishing between fact and opinion.</li> </ul>	<p><b>4.01</b></p> <p>Determine the purpose of the author or creator by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> <li>identifying and exploring the underlying assumptions of the author/creator.</li> <li>analyzing the effects of author's craft on the reader/viewer/listener.</li> </ul>	<p><b>5.01</b></p> <p>Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> <li>using effective reading strategies to match type of text.</li> <li>reading self-selected literature and other materials of individual interest.</li> <li>reading literature and other materials selected by the teacher.</li> <li>discussing literature in teacher-student conferences and small group discussions.</li> <li>taking an active role in whole class seminars.</li> <li>discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm.</li> <li>interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.</li> <li>investigating examples of distortion and stereotypes.</li> <li>recognizing underlying messages in order to identify theme(s) within and across works.</li> <li>extending understanding by creating products for different purposes, different audiences and within various contexts.</li> <li>exploring relationships between and among characters, ideas, concepts and/or experiences.</li> </ul>	<p><b>6.01</b></p> <p>Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.</li> <li>using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>demonstrating the different roles of the parts of speech in sentence construction.</li> <li>using pronouns correctly, including clear antecedents and correct case.</li> <li>using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> <li>determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> <li>extending vocabulary knowledge by learning and using new words.</li> <li>exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.</li> <li>developing an awareness of language conventions and usage during oral presentations.</li> </ul>
<p><b>1.02</b></p> <p>Explore expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>analyzing the characteristics of expressive works.</li> <li>determining the effect of literary devices and/or strategies on the reader/viewer/listener.</li> <li>making connections between works, self and related topics.</li> <li>comparing and/or contrasting information.</li> <li>drawing inferences and/or conclusions.</li> <li>determining the main idea and/or significance of events.</li> <li>generating a learning log or journal.</li> <li>creating an artistic interpretation that connects self to the work.</li> <li>discussing print and non-print expressive works formally and informally.</li> </ul>	<p><b>2.02</b></p> <p>Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:</p> <ul style="list-style-type: none"> <li>exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM).</li> <li>distinguishing between primary and secondary sources.</li> <li>analyzing the effects of the presentation and/or the accuracy of information.</li> </ul>	<p><b>3.02</b></p> <p>Explore the problem solution process by:</p> <ul style="list-style-type: none"> <li>studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.</li> <li>preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.</li> </ul>	<p><b>4.02</b></p> <p>Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques.</li> <li>drawing conclusions based on evidence, reasons, or relevant information.</li> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul>	<p><b>5.02</b></p> <p>Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).</li> <li>interpreting what impact genre-specific characteristics have on the meaning of the work.</li> <li>exploring how the author's choice and use of genre shapes the meaning of the literary work.</li> <li>exploring what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.</li> </ul>	<p><b>6.02</b></p> <p>Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> <li>applying proofreading symbols when editing.</li> <li>producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> <li>developing an awareness of errors in everyday speech.</li> </ul>
<p><b>1.03</b></p> <p>Interact appropriately in group settings by:</p> <ul style="list-style-type: none"> <li>listening attentively.</li> <li>showing empathy.</li> <li>contributing relevant comments connecting personal experiences to content.</li> <li>monitoring own understanding of the discussion and seeking clarification as needed.</li> </ul>					
<p><b>1.04</b></p> <p>Reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>describing personal learning growth and changes in perspective.</li> <li>identifying changes in self throughout the learning process.</li> <li>interpreting how personal circumstances and background shape interaction with text.</li> </ul>					