

Grade 6

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: **1**

- a listen actively to interpret a message, ask clarifying questions, and respond appropriately;** **1.A**
- b follow and give oral instructions that include multiple action steps;** **1.B**
- c give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and** **1.C**
- d participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.** **1.D**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: **2**

- a demonstrate and apply phonetic knowledge by:** **2.A**
 - 1** differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si no, and también/tan bien; **2.A.1**
 - 2** decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); **2.A.2**
 - 3** decoding words with hiatus and diphthongs; and **2.A.3**
 - 4** using knowledge of syllable division patterns and morphemes to decode multisyllabic words; **2.A.4**
- b demonstrate and apply spelling knowledge by:** **2.B**
 - 1** spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate); **2.B.1**
 - 2** marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and **2.B.2**
 - 3** spelling words with diphthongs and hiatus; and **2.B.3**
- c write legibly in cursive.** **2.C**

Developing and sustaining foundational language skills:

- a use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;** **3.A**

listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: **3**

- b** use context such as definition, analogy, and examples to clarify the meaning of words; **3.B**
- c** determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-; and **3.C**
- d** differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. **3.D**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. **4**

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Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. **5**

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Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex

- a** establish purpose for reading assigned and self-selected text; **6.A**
- b** generate questions about text before, during, and after reading to deepen understanding and gain information; **6.B**
- c** make and correct or confirm predictions using text features, characteristics of genre, and structures; **6.C**
- d** create mental images to deepen understanding; **6.D**

texts. The student is expected to: **6**

- e** make connections to personal experiences, ideas in other texts, and society; **6.E**
- f** make inferences and use evidence to support understanding; **6.F**
- g** evaluate details read to determine key ideas; **6.G**
- h** synthesize information to create new understanding; and **6.H**
- i** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. **6.I**

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: **7**

- a** describe personal connections to a variety of sources, including self-selected texts; **7.A**
- b** write responses that demonstrate understanding of texts, including comparing sources within and across genres; **7.B**
- c** use text evidence to support an appropriate response; **7.C**
- d** paraphrase and summarize texts in ways that maintain meaning and logical order; **7.D**
- e** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **7.E**
- f** respond using newly acquired vocabulary as appropriate; **7.F**
- g** discuss and write about the explicit or implicit meanings of text; **7.G**
- h** respond orally or in writing with appropriate register, vocabulary, tone, and voice; and **7.H**
- i** reflect on and adjust responses as new evidence is presented. **7.I**

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: **8**

- a** infer multiple themes within and across texts using text evidence; **8.A**
- b** analyze how the characters' internal and external responses develop the plot; **8.B**
- c** analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and **8.C**
- d** analyze how the setting, including historical and cultural settings, influences character and plot development. **8.D**

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: 9

- a demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; 9.A**
- b analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms; 9.B**
- c analyze how playwrights develop characters through dialogue and staging; 9.C**
- d analyze characteristics and structural elements of informational text, including: 9.D**
 - 1 the controlling idea or thesis with supporting evidence; 9.D.1
 - 2 features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and 9.D.2
 - 3 organizational patterns such as definition, classification, advantage, and disadvantage; 9.D.3
- e analyze characteristics and structures of argumentative text by: 9.E**
 - 1 identifying the claim; 9.E.1
 - 2 explaining how the author uses various types of evidence to support the argument; and 9.E.2
 - 3 identifying the intended audience or reader; and 9.E.3
- f analyze characteristics of multimodal and digital texts. 9.F**

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: 10

- a explain the author's purpose and message within a text; 10.A**
- b analyze how the use of text structure contributes to the author's purpose; 10.B**
- c analyze the author's use of print and graphic features to achieve specific purposes; 10.C**
- d describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; 10.D**
- e identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; 10.E**
- f analyze how the author's use of language contributes to mood and voice; and 10.F**
- g explain the differences between rhetorical devices and logical fallacies. 10.G**

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: 11

- a plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;** 11.A

- b develop drafts into a focused, structured, and coherent piece of writing by:** 11.B
 - 1 organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and 11.B.1
 - 2 developing an engaging idea reflecting depth of thought with specific facts and details; 11.B.2

- c revise drafts for clarity, development, organization, style, word choice, and sentence variety;** 11.C

- d edit drafts using standard Spanish conventions, including:** 11.D
 - 1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 11.D.1
 - 2 consistent, appropriate use of verb tenses; 11.D.2
 - 3 conjunctive adverbs; 11.D.3
 - 4 prepositions and prepositional phrases and their influence on subject-verb agreement; 11.D.4
 - 5 pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and relative; 11.D.5
 - 6 subordinating conjunctions to form complex sentences and correlative conjunctions; 11.D.6
 - 7 capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; 11.D.7
 - 8 punctuation marks, including commas in complex sentences, transitions, and introductory elements; and 11.D.8
 - 9 correct spelling, including commonly confused terms; and 11.D.9

- e publish written work for appropriate audiences.** 11.E

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: 12

- a compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;** 12.A

- b compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;** 12.B

- c compose multi-paragraph argumentative texts using genre characteristics and craft; and** 12.C

- d compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.** 12.D

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: 13

- a generate student-selected and teacher-guided questions for formal and informal inquiry;** 13.A

- b develop and revise a plan;** 13.B

- c refine the major research question, if necessary, guided by the answers to a secondary set of questions;** 13.C

- d identify and gather relevant information from a variety of sources;** 13.D

- e differentiate between primary and secondary sources;** 13.E

- f synthesize information from a variety of sources;** 13.F

- g differentiate between paraphrasing and plagiarism when using source materials;** 13.G

- h examine sources for:** 13.H
 - 1 reliability, credibility, and bias; and 13.H.1
 - 2 faulty reasoning such as hyperbole, emotional appeals, and stereotype; 13.H.2

- i display academic citations and use source materials ethically; and** 13.I

- j use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.** 13.J