



# On Common Ground

6TH GRADE  
ENGLISH LANGUAGE ARTS  
MARKING PERIOD 1 & 2

FALL 2012

## WHAT ARE THE COMMON CORE STATE STANDARDS (CCSS)?

- The Common Core State Standards initiative was a state-led effort to establish a shared set of clear academic standards for English Language arts and Mathematics that states may voluntarily adopt. The standards have been created based on the best available evidence and the highest state standards across the country.
- The standards were created by a group of teachers, content experts, school administrators, and parents.
- The goal of the standards is to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected from them.
- The standards are also benchmarked to international standards to guarantee that students are competitive in the emerging global marketplace.

## READING-Literature and Informational

### At school, students will:

- Identify textual evidence
- Identify inference and explain how it is used to draw conclusions
- Read closely and find RIGHT THERE and Inferential answers
- Analyze author's words and determine pieces of textual evidence that support explicit and inferential questions.
- Identify central idea
- Identify how author's use of details conveys 2 or more central ideas.
- Analyze development of central ideas throughout text
- Define summary
- Compose object summary with key points
- Determine qualities of characters based on direct and indirect evidence.
- Distinguish between dynamic and static characters
- Explain how dynamic characters change as plot

develops.

- Distinguish between literal and figurative language
- Recognize differences between denotative and connotative meanings
- Recognize words that have technical meanings and understand use in specific texts
- Analyze why authors choose words and phrases.
- Explain how authors organize text and how individual parts contribute to overall development of ideas.
- Recognize when texts are too easy or difficult
- Choose reading strategies to help with comprehension.
- Define elements of plot structure
- Analyze text to determine author's purpose.
- Define point of view
- Compare and contrast how different forms of text communicate the same topic.
- Use reading strategies to help understand difficult text.
- Read complex grade level texts.

## WRITING- Language, Speaking & Listening



### At school, students will:

- Define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution)
- Use narrative techniques to develop a storyline with logical sequencing of events
- Use descriptive words and phrases
- Signal changes in time and place using transitional words, phrases and clauses.
- Write a logical conclusion with a sense of closure.
- Determine when to capitalize words
- Identify misspelled words and use resources to assist with spelling.
- Choose words, phrases and clauses that express ideas precisely and concisely.
- Recognize difference between general academic words and phrases and domain-specific words and phrases.
- Acquire and use grade-appropriate academic and domain specific words/phrases to increase

- Compose a clear and logical piece of narrative writing.
- Use prewriting, revising and editing strategies.
- Prepare multiple drafts.
- Research/review materials to be discussed and determine key points/central ideas
- Create questions and locate textual evidence to contribute to discussion on given topic.
- Define roles and rules for collaborative discussion
- Come prepared with key points/text evidence for discussion.
- Participate in discussion by posing questions, responding to questions, and elaborating.
- Make relevant observations and use my ideas to comment.
- Use pronouns correctly
- Define nonrestrictive and parenthetical elements.
- Use commas, parenthesis and dashes to enclose nonrestrictive and parenthetical elements
- Identify compound, complex and simple sen-

## HOME CONNECTION-How can I help my child?

Quiet workspace, check planners, homework time, check online progress, communicate with teachers, attend parent-teacher conf, curr. night