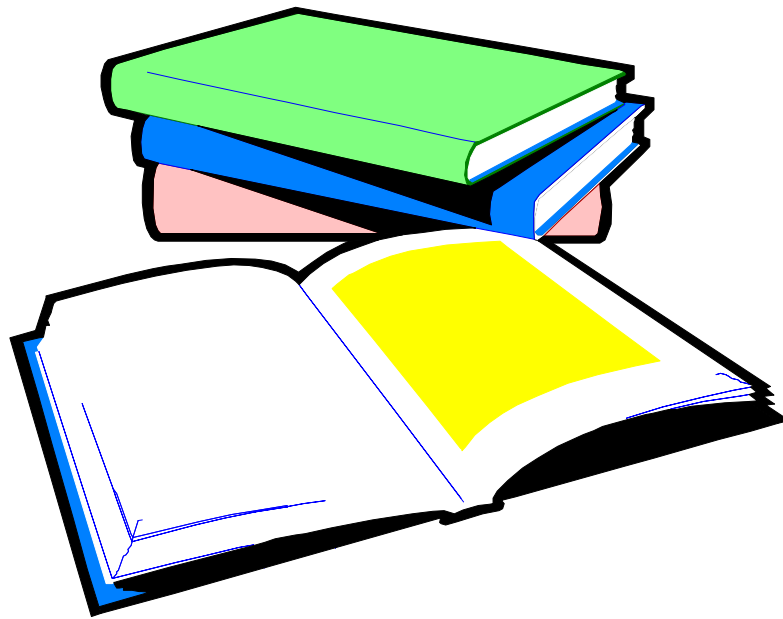


**QUINCY PUBLIC SCHOOLS
ENGLISH LANGUAGE ARTS END OF THE YEAR STANDARDS**

GRADE 6



Based on the Quincy Public Schools Design for Learning 2000

**QUINCY PUBLIC SCHOOLS
ENGLISH LANGUAGE ARTS END OF THE YEAR STANDARDS**

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LANGUAGE STRAND		
	STATE STANDARDS	GRADE 6 OBJECTIVES
	LEARNING STANDARD # 1 Group Discussions	<ul style="list-style-type: none"> • Cooperate with other students in a small group learning situation. • Explain ideas to other students. • Interpret and relate ideas presented within the group. • Learn various assigned roles in a cooperative learning situation.
	LEARNING STANDARD # 2 Gathering Relevant Information	<ul style="list-style-type: none"> • List key interview questions to gather relevant information. • Discuss key interview questions to use in an interview situation. • Identify appropriate interview questions in order to acquire new knowledge.
	LEARNING STANDARD # 3 Oral Presentations	<ul style="list-style-type: none"> • Use an assessment tool to determine whether information was conveyed to the audience. • Inform peers through paraphrasing and narration during an oral presentation. • Present, identify, and interpret main ideas when planning an oral presentation.
	LEARNING STANDARD # 4 Advanced Reading Vocabulary	<ul style="list-style-type: none"> • Draw on previous knowledge of content area vocabulary. • Apply knowledge of content area vocabulary in writing assignments. • Demonstrate knowledge of analogous relationships of all content area vocabulary. • Apply knowledge of logical relationships in content areas in writing assignments. • Recognize and identify the language origin and meaning of word roots. • Define the use of a word from literature by using a dictionary, thesaurus, or other related reference sources.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Nouns)	<ul style="list-style-type: none"> • Nouns - Identify all types of nouns, give examples of all types of nouns, and label various noun types. • Pronouns - Label various types of pronouns, give examples of types of pronouns, and identify types of pronouns. • Personal Pronouns - Identify personal pronouns, give examples of personal pronouns and label personal pronouns. • Identify relative pronouns, give examples of relative pronouns, and label relative pronouns. • Interrogative pronouns - Identify interrogative pronouns, give examples of interrogative pronouns and label various interrogative pronouns.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Verbs)	<ul style="list-style-type: none"> • Recognize the different types of verbs in a sentence. • Integrate the use of different types of verbs in a variety of sentences. • Identify the function of a verb located in a simple sentence. • Describe the function of a verb in a simple sentence. • Apply knowledge of the function of a verb in a simple sentence.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Adjectives)	<ul style="list-style-type: none"> • Give examples of all types of adjectives. • Identify all types of adjectives. • Label various types of adjectives.

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	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Adverbs)	<ul style="list-style-type: none"> • Adverbs - Identify and describe the function of an adverb found in a simple sentence, differentiate adverbs that modify a verb, adjective, or another adverb in a sentence, distinguish and differentiate types of adverbs within a sentence, and integrate the use of different types of adverbs in a variety of sentences. • Interrogative Adverbs - Identify interrogative adverbs, give examples of interrogative adverbs, and label interrogative adverbs. • Superlative Adverbs - Identify positive, comparative and superlative adverbs, give examples of comparative and superlative adverbs, and label comparative and superlative adverbs. • Negative Adverbs - Identify negative adverbs, give examples of negative adverbs, and label negative adverbs.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Prepositions) - (Conjunctions) - (Interjections)	<ul style="list-style-type: none"> • Prepositions - Identify and recognize the function of a preposition in a simple sentence, distinguish between the function of a preposition and an adverb in a simple sentence, and generate and utilize the function of a preposition in a simple sentence. • Conjunction - Identify a conjunction in different types of sentences, identify the functions of a conjunction, and explain the functions of a conjunction. • Interjection - Identify and punctuate interjections in various types of sentences.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Parts of Speech - (Articles) - (Prepositional Phrases) - (Verb Types) - (Verb Forms)	<ul style="list-style-type: none"> • Articles - Identify the functions of articles, give examples of articles and label articles. • Prepositional Phrases - Identify prepositions in sentences, and identify nouns and pronouns used in prepositional phrases. • Verb Types - Identify main, auxiliary, linking verbs and verb phrases, give examples of main verb, auxiliary verbs, linking verbs, and verb phrases and label main verbs, auxiliary verbs, linking verbs and verb phrases. • Verb Forms - Identify verb forms – helping, infinitive, linking, and action, give examples of each type of verb form – infinitive and linking, and label each type of verb form.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Punctuation – (Commas)	<ul style="list-style-type: none"> • Identify and use a comma to separate independent clauses joined by conjunctions. • Apply use of the comma after certain introductory elements such as interjections and introductory phrases and clauses. • Recognize the use of commas that set off types of expressions that interrupt the sentence: appositive, words in direct address, and parenthetical expressions. • Identify, describe, and apply the use of the comma to - separate items in dates, separate items in addresses, follow the salutation of a friendly letter, and follow a name with Jr., Sr., Ph.D., etc.
	LEARNING STANDARD # 5 Conventions and Structure of English Language Punctuation – (Apostrophes) - (Colon)	<ul style="list-style-type: none"> • Apostrophe – Identify and apply knowledge of apostrophe usage to indicate possessive case of: singular noun, plural noun, hyphenated words, names of organizations, words showing joint possession, and possessive adjectives. • Identify and apply the use of an apostrophe to indicate where letters have been omitted in a contraction. • Recognize and use an apostrophe with "s" to form the plural of letters, numbers, signs, and words referred to as "words." • Colon - Recall and apply the use of a colon - between the hours and minutes, following the salutation of a business letter and before a list of items.

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LANGUAGE STRAND		
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	LEARNING STANDARD # 5	
	<p>Conventions and Structure of English Language</p> <p>Punctuation</p> <ul style="list-style-type: none"> - (Semicolon) - (Quotation Marks) - (Underline) - (Dash) - (Hyphen) - (Parenthesis/Brackets) 	<ul style="list-style-type: none"> • Semicolon - Identify the use of a semicolon between independent clauses not joined by a conjunction. • Quotation Marks – recognize and apply quotation marks to: enclose titles of chapters, articles, short stories, poems, songs and other parts of books and periodicals. • Observe quotation marks that enclose slang words, technical words, and expressions that are unusual in standard English. • Recognize, give examples, and demonstrate the use of correct punctuation marks when used within quotation marks - commas and periods inside quotation marks, commas, question marks, or an exclamation point to separate a direct quotation from the remainder of the sentence. • Recognize, give examples, and demonstrate the use of quotation marks to enclose a direct quotation. • Underlining - Identify and use underlining (italics) for words, letters, and foreign words. • Dash - Identify the symbol for a dash. • Hyphen - Recognize and apply the use of a hyphen to divide a word at the end of a line, with compound numbers, and with certain compound words. • Parenthesis/Brackets - Identify and use parentheses to enclose incidental explanatory notes, which are added to a sentence but are not considered of major importance.
	LEARNING STANDARD # 5	
	<p>Conventions and Structure of English Language</p> <p>Capitalization</p> <p>Sentence Types</p>	<ul style="list-style-type: none"> • Capitalize - First word in a sentence, proper nouns, proper adjectives, title of a publication, pronoun "I", interjection "OH!", the first word in a direct quote and formal statement following a colon. • Types of Sentences - Identify simple, compound, and compound complex sentences found in written selections.
	LEARNING STANDARD # 6	
	<p>Oral Dialects</p>	<ul style="list-style-type: none"> • Identify dialect, slang, regionalism, jargon, and formal and informal expressions in Standard English. • Discuss and distinguish speech patterns of characters in short stories, plays, and novels. • Differentiate occasions when dialect, slang, regionalism, jargon and formal and informal expressions of Standard English are used.
	LEARNING STANDARD # 7	
	<p>Influences on the English Language by Other Languages</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of foreign words/phrases used in context.

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LITERATURE STRAND		
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	LEARNING STANDARD # 8 Understanding New Vocabulary	1. Examine words to find prefixes, suffixes, and base/root words. 2. Identify base/root words in contextual/subject situations. 3. Define Greek word elements and create a list of related words using a word map or other graphic organizer. 4. Define Latin word elements and create a list of related words using a word map or other graphic organizer. 5. Determine the meaning of unfamiliar words applying knowledge of Greek and Latin roots, base words, prefixes, suffixes, and context clues. 6. Demonstrate the understanding of Greek and Latin roots in written and oral work. 7. Use a dictionary and/or glossary to select the correct definitions of unfamiliar words based on context. 8. Demonstrate the efficient use of glossaries and dictionaries to find word meaning.
	LEARNING STANDARD # 9 Essentials of Literacy	1. Demonstrate efficient use of multiple strategies needed to interpret all fiction and nonfiction text: 2. Identify the features of text structure of fiction and nonfiction. 3. Explain how knowing text's structure assists with reading a particular genre. 4. Explain how knowing the organization of a particular textbook helps in the task of reading the textbook. 5. Explain the process of SQ3R or other study models and the advantages of using a study model. 6. Demonstrate in discussion and writing: personal response, judgment, and critical response of text (fiction and nonfiction). 7. Compare and contrast two passages on the same theme treated in fiction and nonfiction. 8. Explain the difference between skimming and scanning and state when they should be used. 9. Explain the author's point of view and point out the devices used by the author to communicate the point of view. 10. State the main idea, supporting detail, and generalizations in a nonfiction selection. 11. Identify the theme of a given work. 12. Monitor self-initiated selection of books.

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LITERATURE STRAND		
	STATE STANDARDS	GRADE 6 OBJECTIVES
	LEARNING STANDARD # 10 Characteristics of Genres	<ul style="list-style-type: none"> • Define and recognize types of genres - novel, short story, historical fiction, science fiction, fantasy, myth, legend, folk tales, fables, and fairy tales. • Explain and differentiate literary terms - tone, conflict, mood, flashback, point of view, foreshadowing, character, symbolism, plot, antagonist, setting, protagonist, and theme. • Recognize and define dramatic (theatrical) terms – costume, cast, props, setting, dialogue, monologue, scenes, set, characters, motivation, design, dialect, acts, actor, stage directions, director, blocking, stage manager, designers, pantomime and physicalizations. • Recognize and identify the poetic terms – alliteration, onomatopoeia, metaphor, simile, personification, verses, and stanzas. • Recognize and identify the following poetic forms - refrain, couplet, limericks, acrostics, diamante, and cinquain. • Define and recognize the following forms of nonfiction – essay, biography, autobiography, newspaper, magazine, editorial and advertisements. • Define and identify terms as they apply to nonfiction - point of view, slanted writing, and propaganda techniques.
	LEARNING STANDARD # 11 Theme	<ul style="list-style-type: none"> • Accomplish goals within the context of the identified middle school themes – heritage, diversity, family, conflicts, journeys, the unknown and ordinary/extraordinary people. • Identify and explain the themes both literal and inferential of a passage. • Identify and explain comparisons, both literal and inferential i.e. metaphors and similes. • Identify similar themes through different literary works.
	LEARNING STANDARD # 12 Elements of Fiction	<ul style="list-style-type: none"> • Accomplish goals within the context of identified middle school themes. • Recognize and explain how the author deals with the concept of time by utilizing straightforward narrative with the passage of time indicated by transitional devices and the use of flashback. • Character - Identify and explain the techniques of character revelation – name, appearance, thought, speech, actions, author's attitude, and other characters' attitudes. • Identify and explain the terms as they relate to characters in literature – stereotypical, static, dynamic, protagonist, flat, and round. • Plot – Identify exposition, rising action, climax, falling action, resolution of main plot, and relationship of subplots to the main plot. • Point of View - Recognize the manner in which the theme of a literary text is developed by first or third person point of view. • Conflict - Identify the central conflict in a literary text in order to understand how it impacts action and character development. • Recognize cause and effect relationships. • Literary Devices - Recognize the author's use of suspense and foreshadowing in creating tension.

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LITERATURE STRAND

STATE STANDARDS	GRADE 6 OBJECTIVES
LEARNING STANDARD # 13 Structure of Nonfiction	<ul style="list-style-type: none"> • Identify the main idea and supporting details of a passage not explicitly stated. • Distinguish between fiction and nonfiction information, which may exist in a literary work, i.e. historical fiction. • Recognize elements of a biography and an essay. • Distinguish between fact, inference, opinion, and value judgment. • Analyze the effect of a title as it relates to the interpretation of a work of nonfiction. • Interpret idioms, jargon, regionalism, as they appear in works of nonfiction. • Identify the types of point of view: first person and omniscient, as they appear in a work of nonfiction.
LEARNING STANDARD # 14 Structure, Elements and Themes of Poetry	<ul style="list-style-type: none"> • Recognize the sound patterns found in poetic forms and identify relationship between sound and meaning. • Respond to imagery, figurative language, idioms, and dialect as they appear in a poetic work. • Interpret the author's meaning. • Analyze the effect of the title as it relates to the poem. • Recognize various poetic forms – refrain, couplet, limericks, acrostics, diamante, cinquain, free verse, ode, and lyric.
LEARNING STANDARD # 15 Author's Style	<ul style="list-style-type: none"> • Recognize ways in which the author creates mood by descriptions of setting and characters, by use of dialogues and by foreshadowing. • Recognize metaphor, similes, and personification. • Compare the characteristics of a metaphor and simile. • Identify figurative speech, sensory images, and types of-direct and indirect comparisons in a given literary work. • Recognize the tone and mood in a literary text and how the tone and mood are created. • Recognize that an author uses symbols and imagery to contribute to the overall meaning of a work. • Recognize that mood is the generalized feeling which the setting, tone, and action evoke from the reader.
LEARNING STANDARD # 16 Comparing Myths and Narratives	<ul style="list-style-type: none"> • Describe theories regarding the dissemination of literature based on an oral tradition. • Recognize similarities in the folk literature of various cultures. • Recognize the characteristics of folk literature including folk tales, fairy tales, legends, myths, tall tales, and fables. • Recognize characteristics of folk literature that use common themes: journeys, unknown, heroic, conflicts, family loyalty, and good vs. evil. • Identify ethnic traits, attitudes, and customs in tales about people from various cultures. • Identify stereotypes in folk literature. • Identify the characteristics of sayings, proverbs, and short parables.
LEARNING STANDARD # 17 Critical and Analytic Techniques	<ul style="list-style-type: none"> • Recognize that literature (media) may reflect social protest. • Recognize ways in which media shapes and is shaped by society. • Recognize how media influences perceptions of the world. • Recognize how a message can be shown to reflect an author's personal history, attitudes and beliefs, or to reflect the ideas and customs of a particular time in history. • Recognize the techniques of propaganda and persuasion (political and commercialism that are widely used in the media. • Recognize that media such as TV and film often compress time and space and use stereotypical characters and situations.

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LITERATURE STRAND

	STATE STANDARDS	GRADE 6 OBJECTIVES
	LEARNING STANDARD # 18	
	Dramatic Presentations	<ul style="list-style-type: none"> • Use the dramatic mode as a means of creative expression. • Adapt a literary work to dramatic form. • Participate in school or district dramatic reading events and plays. • Develop, direct, and present skits that create or recreate believable characters using both dialogue and nonverbal physicalizations to communicate both external and internal motivations.

COMPOSITION STRAND

	STATE STANDARDS	GRADE 6 OBJECTIVES
	LEARNING STANDARD # 19	
	Coherent Compositions	<ul style="list-style-type: none"> • Generate list of general ideas using brainstorming techniques. • Specify a particular focus on a subject that is neither too broad nor too narrow by deciding on a specific part of the subject. (Focus should express a specific part of the subject or a specific feeling about it). • Plan a first draft using a "working thesis." • List a minimum of three main ideas to be used in the thesis. • Develop a topic sentence for each paragraph and connect all important supporting details. • Write a composition with a beginning, middle, and ending while staying on the subject and supporting it with details, examples, etc. • Select the most effective mode of writing and provide an explanation for the choice.
	LEARNING STANDARD # 20	
	Selecting Appropriate Modes of Writing	<ul style="list-style-type: none"> • Identify various modes of writing - informational/exposition, persuasive/argumentation, expressive/narration and description. • Compose various modes of writing - informational/exposition persuasive/argumentation, narration, and description. • Demonstrate an understanding of the appropriate use of each mode of writing – informational, persuasive, expressive, and literary • Select the most effective mode of writing and provide an explanation for the choice.
	LEARNING STANDARD # 21	
	Revision	<ul style="list-style-type: none"> • Recognize and revise topic sentences. • Organize sentences in logical order. • Revise closing sentence to clearly summarize purpose of paragraph. • Revise detail and word choice by using a variety of strong verbs and vivid modifiers. • Determine if composition follows a pattern/ format by identifying the beginning, middle, and end. • Recognize the correct use of verb tense.
	LEARNING STANDARD # 22	
	Standard English Conventions	<ul style="list-style-type: none"> • Utilize standard English conventions including – capitalization, end marks, commas in a series, apostrophes, paragraph breaks, and spelling. • Identify and write complete sentences. • Use knowledge of simple, compound and complex sentences to edit writing.
	LEARNING STANDARD # 23	
	Enhancing Learning Through Reading and Writing	<ul style="list-style-type: none"> • Generate a series of questions, identify issues, and pose problems based on a reading selection. • Demonstrate that through research we seek answers, clarify our reflections on issues, problems, and topics. • Demonstrate the ability to organize data in outline form.

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COMPOSITION STRAND	
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LEARNING STANDARD # 24 Research Projects	<ul style="list-style-type: none"> • Select a topic of interest and generate a list of questions about the topic. • Explore a specific reference resource/tool for gathering information about the topic. • Prepare a visual/oral/electronic representation of information gathered.
LEARNING STANDARD # 25 Application of Criteria	<ul style="list-style-type: none"> • Generate items for an editing checklist. • Apply an editing checklist to evaluate a draft. • Revise and edit paper based on evaluating drafts using an editing checklist.

MEDIA STRAND	
STATE STANDARDS	GRADE 6 OBJECTIVES
LEARNING STANDARD # 26 Obtain Information Using a Variety of Media. Evaluate the Quality of the Material Used.	<p style="text-align: center;">Identify Research Topics</p> <ol style="list-style-type: none"> 1. Create a web chart of key word for a given topic. 2. Distinguish between specific and general topics from a generated list. <div style="text-align: center;">Formulate Research Questions</div> 3. Use key word searches, including Boolean logic, for narrow and complex topics. 4. Formulate the "Five W" questions. <div style="text-align: center;">Formulate Thesis Statement</div> 5. Create a thesis statement for a brief report. <div style="text-align: center;">Information Sources</div> 6. Identify three reference sources appropriate to the topic. 7. Review parts of a book including index, table of content and appendix. 8. Follow rules for borrowing materials from the media center and public library. 9. Apply the Acceptable Use Policy. <div style="text-align: center;">Interpret and Use Information</div> 10. Explain information from charts, tables, graphs, and maps <div style="text-align: center;">Accuracy and Authenticity</div> 11. Identify guidelines for determining authenticity and accuracy of information. <div style="text-align: center;">Record Sources of Information</div> 12. Practice placing teacher selected sources of information in standard MLA format. <div style="text-align: center;">Editing Research Papers</div> 13. Proofread drafts of research papers and determine necessary corrections. 14. Design a rubric to evaluate research papers. 15. Produce final drafts of research papers. 16. Evaluate published draft of research papers based on the rubric. 17. Apply feedback based on the application of a given rubric. <div style="text-align: center;">Bibliography</div> 18. Evaluate authenticity of the resources used for a research paper. 19. Create a bibliography using the format of the Quincy Public Schools Research Handbook. <div style="text-align: center;">Research Paper Presentation</div> 20. Design a graphic illustration to clarify important points of a research paper. 21. Give an oral presentation using the graphic/electronic format selected. 22. Critique presentations using an assigned rubric. <div style="text-align: center;">Evaluate Information Sources</div> 23. Based on materials presented, discuss the value of a given research source. <div style="text-align: center;">Bias/Stereotypes in Information Sources</div> 24. React to samples of bias and stereotypes found in information sources.

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MEDIA STRAND	
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<p style="text-align: center;">LEARNING STANDARD # 27</p> <p>Explain How the Techniques Used in Electronic Media Modify Traditional Forms of Discourse for Aesthetic and Rhetorical Purposes.</p>	<p style="text-align: center;">Interpreting Media Techniques</p> <p>26. Analyze types of advertising appeals.</p> <p style="text-align: center;">Evaluate Electronic Media</p> <p>27. Identify specific methods of advertising used in a commercial.</p> <p style="text-align: center;">Editing Process and Bias</p> <p>28. Compare and contrast advantages of print and electronic media.</p> <p style="text-align: center;">Identify Advantages and Disadvantages of Electronic Media</p> <p>29. Select an event to trace its representation in various media.</p>