



# SAN JUAN DEL SUR DAY SCHOOL

## GRADE 6 LANGUAGE ARTS LEARNING OUTCOMES



### Reading - Foundational Skills

Phonics and Word Recognition	I can use combined knowledge of all letter sound correspondences, syllabication patterns and morphology (roots & affixes) to read unfamiliar multisyllabic words both in and out of context.
Reading Fluency	I can fluently read books at my level with accuracy, appropriate rate, and expression.
	I can read with sufficient accuracy and fluency to support comprehension, using context to know if I am reading accurately and can self-correct when necessary.

### Reading - Literature

Key Ideas & Details	I can cite evidence from a text when explaining what the text says explicitly and when drawing inferences from the text.
	I can determine a theme or central idea of a text from its details.
	I can describe how a story's plot unfolds in a series of events, and how the characters change as the plot moves toward resolution.
	I can summarize a fiction text in my own words, distinct from personal opinions or judgements.
Craft and Structure	I can figure out the meanings of words or phrases in stories by thinking about how they are used, including figurative and connotative meanings.
	I can analyze the impact of a specific word choice on meaning and tone.
	I can describe how an author develops a narrator's or speaker's point of view.
	I can analyze how a particular sentence, scene, or chapter fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.
Integration of Knowledge and Ideas	I can connect a certain topic to something in my life.
	I can compare and contrast the experience of reading a story or poem to listening to an audio, video, or live version of the text, and explain the difference between what I perceive during both readings.
	I can compare and contrast approaches to similar themes and topics of texts in different forms or genres (e.g. stories and poems, historical fiction and fantasy).
Range of Reading and Level of Text Complexity	By the end of year, I can independently read and comprehend grades 6-8 stories and poem proficiently.
	I can read a variety of diverse texts to understand multiple perspectives and viewpoints.
	I can choose an appropriate text for personal enjoyment, interest, and academic tasks.

### Reading - Informational Text

Key Ideas & Details	I can cite evidence from a text when explaining what the text says explicitly and when drawing inferences from the text.
	I can determine a theme or central idea of a text from its details.
	I can summarize an informational text in my own words, distinct from personal opinions or judgements.
	I can analyze in detail how an individual, event, idea, or concept is introduced, explained, and elaborated in a text (e.g. through examples or anecdotes).
Craft and Structure	I can figure out the meanings of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings.
	I can analyze how a particular sentence, paragraph, or chapter fits into the overall structure of the text and contributes to the development of the theme or topic.
	I can determine an author's point of view or purpose in a nonfiction text and explain how it is conveyed.
Integration of Knowledge and Ideas	I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	I can evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	I can compare and contrast one author's presentation of events with another author's (e.g. an autobiography and biography).
Range of Reading and Level of Text Complexity	By the end of year, I can read and comprehend grade 6-8 nonfiction texts, proficiently.
	I can choose an appropriate nonfiction text for personal enjoyment, interest, and academic tasks.



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Writing	
Text Type & Purposes - Opinion	I can write arguments to support claims with clear reasons and relevant evidence.
	I can introduce claims and organize the reasons and evidence clearly.
	I can support my claims by giving clear reasons and evidence supported by facts from credible sources.
	I can use words, clauses, and phrases to clarify the relationships among the claims and reasons.
	I can establish and maintain a formal style.
	I can write a conclusion statement or section that supports the argument presented.
Text Type & Purposes - Informative/Explanatory	I can write an informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	I can introduce a topic clearly in a statement or paragraph that provides a "road map" of the key topics or details.
	I can 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.
	I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	I can use appropriate transitions to clarify the relationships among ideas and concepts.
	I can use precise language and domain-specific vocabulary to inform about or explain the topic.
	I can establish and maintain a formal style.
	I can write a conclusion statement or paragraph that is relevant to the topic, information, or explanation I presented.
Text Type & Purposes - Narrative	I can write narratives and creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences.
	I can engage and orient the reader by establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically.
	I can use literary and narrative techniques such as dialogue, description, pacing, rhythm, transitional words, and sensory details to develop characters, experiences, and events precisely.
	I can use a variety of transitional words, phrases, and clauses to manage the sequence of events or shifts in setting.
	Use precise words and phrases, descriptive details, figurative and sensory language to convey experiences and events.
	I can use a varied words to introduce dialogue instead of "said" that provide more detail (e.g. whispered, grunted, replied).
	I can write conclusions (endings) to my stories that provide a sense of closure (when appropriate to the genre).
Writing Process - Production and Distribution of Writing	I can produce clear, coherent, and organized writing in which the development and organization are appropriate to the task, purpose, and audience.
	I can use the writing process to plan, draft, revise, and edit my writing with the help of peers and adults.
	I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.
	I can use technology, including the internet, to create and publish my writing.
	I can use appropriate keyboarding skills to type at least two pages of my writing in a single sitting.
Research to Build and Present Knowledge	I can use technology, including the internet, to communicate and collaborate with others.
	I can conduct short research projects to help me learn more about a topic through investigation of different aspects of a topic.
	I can gather relevant information from multiple print and digital sources, assessing the credibility of each source.
	I can quote and paraphrase information from sources, avoiding plagiarism by providing basic bibliographic information.
Range of Writing	I can use information from literary or informational texts to support my analysis, research, or reflection.
	I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or day or two) for a range of tasks, purposes, and audiences.
	I can independently select writing topics and formats for personal enjoyment, interest, and academic tasks.



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### Speaking & Listening

<b>Comprehension &amp; Collaboration</b>		I can come to discussions prepared to share my ideas because I have read or studied required material.
		I can engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues.
		I can refer to evidence I have prepared or researched on the topic, text, or issue to probe and reflect on ideas discussed.
		I can build on others' ideas and express my own ideas clearly.
		I can follow agreed-upon rules for discussion, set goals and deadlines, and define individual roles as needed.
		I can cooperate, mediate, and problem solve appropriately for productive group discussions.
		I can pose and respond to specific questions with elaborating and detail, making comments that add to the discussion topic.
		I can think about what is discussed and understand multiple perspectives through paraphrasing and reflection.
		I can interpret information presented visually, orally, or quantitatively, and explain how it contributes to the topic, text, or issue being discussed.
		I can understand or summarize a speaker's argument, claims, and intended audience, and recognize claims that are supported by evidence and reasons from those that are not.
	I can follow multi-step oral directions.	
<b>Presentation &amp; Knowledge of Ideas</b>		I can report on a topic, present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.
		I can use appropriate eye contact, adequate volume, and clear pronunciation.
		I can adapt my speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.
		I can create and include engaging multimedia components and visual displays in presentations.
<b>Media Literacy</b>		I can understand, analyze, and use different types of print, digital, and multimodal media.
		I can make informed judgements about messages promoted in the mass media (e.g. film, tv, magazines, ads, newspapers).
		Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
		I can evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements).
		I can recognize ethical standards and use safe practices in social and personal media communications.
		I can create an individual or collaborative multimedia work for a specific purpose with assistance (inform, share experiences, persuade, entertain), publish the work, and share it with an audience.
		I can demonstrate understanding of copyright, principles of Fair Use, Creative Commons licenses, and the effect of genre on conventions of attribution and citation.



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Language		
Conventions of Standard English	Punctuation	I can demonstrate command of the conventions of standard English capitalization and punctuation when writing.
		I can use apostrophes to mark plural possession (e.g. the girl's name, the girls' names)
		I can use hyphens for clarity (e.g. man-eating shark)
		I can use the semicolon to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.).
		I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	Suffixes	I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify (e.g. standardize, solidify)
	Spelling	I can spell correctly and use tools to check the spelling of words (e.g. dictionary, spell-check, peer-editing).
	Pronouns	I can ensure that pronouns are in the proper case (subjective, objective, possessive).
		I can use intensive pronouns (e.g., myself, ourselves).
		I can recognize and correct inappropriate shifts in pronoun number and person.
		I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
	Linguistic Expression	I can recognize variations from standard English in my own and others' writing and speaking.
		I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.
		I can understand how words are related by meaning as synonyms and antonyms.
I can identify and use strategies to improve expression in conventional language.		
Knowledge of Language	I can vary sentence patterns for meaning, reader/listener interest, and style, and be consistent with my style and tone.	
	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Vocabulary Acquisition & Use	I can 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.	
	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	
	I can use print and computer dictionaries and thesauruses to help me find the pronunciation, precise meanings, or part of speech of words, and verify my preliminary determination of the words.	
	I can interpret figures of speech (e.g. personification) in context.	
	I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
	I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)	
	I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	
	I can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	