

Curriculum, Instruction, and Innovation Team

Student-Friendly Language Arts Standards for Grade Six

Based upon the 2009 Nebraska State Language Arts Standards



READING

LA 6.1

Students will learn and apply reading skills and strategies to comprehend text.

I can understand what I read by applying the skills and strategies I have learned.

Word Analysis

LA 6.1.3

Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

I can use what I know about words to read, write, and spell.

LA 6.1.3.a

Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)

I can use what I know about sounds and word structure to read, write, and spell.

Fluency

LA 6.1.4

Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

I can fluently read a variety of grade level texts.

LA 6.1.4.a

Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

I can read smoothly and match my voice and tone with the type of text I am reading.

LA 6.1.4.b

Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

I can adjust the pace of both oral and silent reading.

Vocabulary

LA 6.1.5

Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

I can build and use vocabulary from all subjects.

LA 6.1.5.a

Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.

LA 6.1.5.b

Relate new grade level vocabulary to prior knowledge and use in new situations

I can connect new vocabulary to what I already know and use those words in other situations.

LA 6.1.5.c



Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures

I can select and use context clues and text features to figure out the meaning of unknown words.

LA 6.1.5.d

Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)

I can identify how words are related.

LA 6.1.5.e

Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)

I can use print and digital resources to determine what words mean.

Comprehension

LA 6.1.6

Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

I can understand what I read.

LA 6.1.6.a

Explain how author's purpose and perspective affect the meaning and reliability of the text

I can explain an author's purpose and recognize how the author's feelings influence the writing.

LA 6.1.6.b

Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

I can identify and analyze the elements of a narrative text.

LA 6.1.6.c

Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme

I can summarize a narrative text using story elements.

LA 6.1.6.d

Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

I can interpret and explain how authors use literary devices.

LA 6.1.6.e

Summarize, analyze, and synthesize informational text using main idea and supporting details

I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.

LA 6.1.6.f

Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

I can apply what I know about how informational text is organized to help me understand what it means.

LA 6.1.6.g

Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)



I can apply what I know about text features to find information and understand what I read.

LA 6.1.6.h

Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)

I can identify the differences among genres.

LA 6.1.6.i

Describe the social, historical, cultural, and biographical influences in a variety of genres

I can describe how text is influenced by society, history, culture, and people.

LA 6.1.6.j

Use narrative and informational text to develop a national and global multi-cultural perspective

I can use what I read to understand the world around me.

LA 6.1.6.k

Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources

I can ask and answer questions using information in the text, additional sources, what I know, and what I believe.

LA 6.1.6.l

Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

I can choose a text for a particular task or purpose.

LA 6.1.6.m

Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

I can connect what I know to what I read, to other texts, and to the world.

LA 6.1.6.n

Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.

LA 6.1.6.o

Use examples and details to make inferences or logical predictions while previewing and reading text

I can use examples and details to make inferences and logical predictions.

LA 6.1.6.p

Respond to text verbally, in writing, or artistically

I can respond to what I read in different ways.

WRITING

LA 6.2

Students will learn and apply writing skills and strategies to communicate.

I can write to communicate with others.

Writing Process

LA 6.2.1



Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

I can use the writing process to publish my writing.

LA 6.2.1.a

Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions

I can find information to help me organize and guide my writing and answer questions.

LA 6.2.1.b

Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity
- Concluding with detailed summary linked to the purpose of the composition

I can create a draft of my writing.

LA 6.2.1.c

Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

I can revise my writing to improve it.

LA 6.2.1.d

Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.

LA 6.2.1.e

Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

I can edit my writing for format and conventions.

LA 6.2.1.f

Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

I can publish a legible and well-formatted piece of writing that is easy to understand.

Writing Genres

LA 6.2.2

Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

I can write for different purposes and audiences in multiple genres.

LA 6.2.2.a

Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

I can write in a selected genre for a specific purpose.

LA 6.2.2.b

Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)

I can write for my audience considering interest, background knowledge and expectations.



LA 6.2.2.c

Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)

I can write in a specific genre.

LA 6.2.2.d

Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)

I can choose how to organize my writing based on my purpose.

LA 6.2.2.e

Analyze models and examples (own and others') of various genres in order to create a similar piece

I can analyze model papers to help me create my own.

SPEAKING AND LISTENING

LA 6.3

Students will learn and apply speaking and listening skills and strategies to communicate.

I can communicate with others by listening and speaking.

Speaking

LA 6.3.1

Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

I can communicate ideas with my words.

LA 6.3.1.a

Communicate ideas and information in a manner appropriate for the purpose and setting

I can communicate information and ideas clearly for different purposes and audiences.

LA 6.3.1.b

Demonstrate and adjust speaking techniques for a variety of purposes and situations

I can adjust my speaking skills for a variety of purpose or situations.

LA 6.3.1.c

Utilize available media to enhance communication

I can use available media to enhance communication.

Listening

LA 6.3.2

Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

I can develop, apply, and refine active listening skills in a variety of situations.

LA 6.3.2.a

Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

I can listen to others in different situations.

LA 6.3.2.b

Listen, ask questions to clarify, and take notes to ensure accuracy of information

I can understand information by listening, asking questions, and taking notes.



LA 6.3.2.c

Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

I can listen to evaluate the purpose and point of view of what I hear.

Reciprocal Communication

LA 6.3.3

Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

I can have respectful conversations with others.

LA 6.3.3.a

Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

I can choose my words appropriately, keeping my audience in mind.

LA 6.3.3.b

Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

I can use conversation strategies when I communicate.

LA 6.3.3.c

Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

I can work with others by communicating my ideas and opinions in different ways.

MULTIPLE LITERACIES (Electronic Communication)

LA 6.4

Students will identify, locate, and evaluate information.

I can identify, locate, and evaluate information

LA 6.4.1

Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

I can find and use information in a variety of ways.

LA 6.4.1.a

Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

I can select and use resources to ask and answer questions, and decide if the resources are accurate.

LA 6.4.1.b

Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

I can cite my sources to give credit to the authors.

LA 6.4.1.c

Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

I can practice safe behaviors when I am communicating on the computer.



LA 6.4.1.d

Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

I can use technology to communicate with learners from a variety of cultures.

LA 6.4.1.e

While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

I can evaluate messages that hidden meanings by analyzing product placement, television ads, radio ads, movies, body images, and sexism.

LA 6.4.1.f

Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

I can gather and share information and opinions using technology.

LA 6.4.1.g

Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

I can gather and share information online using social networks and online tools.

