

# Family

# Friendly

## GUIDE FOR SIXTH GRADE

### English Language Arts

Students entering sixth grade continue to develop their **critical thinking and problem-solving skills** while adding the **element of creativity** as they begin to both read and write longer and more complex texts. The analysis skills that began to emerge in sixth grade are given more attention during sixth grade.

As readers, sixth grade students have the opportunity to continue developing their comprehension skills as they engage with a variety of texts in a variety of formats that include traditional texts as well as multimedia texts.

As writers, sixth grade students continue strengthening their skills in the areas of organization and reasoning and may also practice authentic college- and career-ready writing. Both oral and written communication skills continue to be a focus as students learn to consider how to best communicate for a variety of audiences and purposes.

### This document is designed to:



- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting English 2 grade.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

### The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



## OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

### In sixth grade, students should:

- **read and write** more independently, choosing texts that match their needs.
- **explore** different ways to express themselves through writing.
- **explore** different text types, including fiction, poetry, non-fiction, documentaries, podcasts, visuals, and infographics.
- **use** printed and digital resources more independently as they grow.
- **learn to create** basic multimedia presentations for effective communication.
- **compare ideas** across different media, study multimedia features, and create multimedia content to convey ideas effectively.
- **use tools** such as checklists, examples, and demonstrations to create high-quality work.



## FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

There are no Foundations of Literacy standards or indicators for sixth grade.

## APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

### In sixth grade, students should:

- explain how specific literary elements and devices deepen understanding in texts.
- describe lessons learned from words and phrases in stories.
- discuss the impact of multiple narrators and text structures on comprehension.
- identify and interpret an author's main argument and word choices.
- utilize various strategies to understand and analyze texts effectively.

## RESEARCH

The Research (R) standard and indicators support students in learning the processes of inquiry, investigation, and drawing conclusions on a wide variety of topics.

**In sixth grade, students should:**

- ask good questions to find useful information for both short- and long-term research.
- use different types of sources like books, websites, and documentaries to gather information and learn new things.
- check if the information from a source is reliable and trustworthy, and use the most trustworthy ones.
- decide which sources will give the best information for a specific topic.
- organize what has been learned into clear sections and avoid copying others' ideas without giving credit.

## COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

**In sixth grade, students should:**

- write texts with clear arguments, supported by evidence and acknowledging other views.
- write informative texts that gather and organize information effectively, using clear language and relevant details.
- craft engaging narratives with well-developed plots, characters, and descriptive elements.
- use varied sentence structures and correct grammar, spelling, and punctuation.
- improve writing through planning, editing, and feedback, and present information effectively orally.



# HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

## Overarching Expectations:

- **Bridge School and Home Literacy:** Ask students to discuss and share what they have been reading and writing at school.
- **Model Literacy Habits:** Set aside time for reading at home. This time could include reading to or with your students and/or having them read to you or tell you about what they've read.
- **Visit the Library and Support Interests:** If your student has a fascination with a particular topic or enjoys a particular type of reading, visit the local library and model reading for enjoyment and learning.

## Applications of Reading:

- **Discuss the Immediacy of Information Sources:** Ask your student to tell you about the difference between reading or learning about a topic from someone who was there at the time versus someone who wrote about it later, but did not experience it directly. A great way to do this is to ask them to think about this in terms of events they are learning about in history or to discuss current events.
- **Discuss How Arguments are Built:** Ask your student to talk about an author or speaker's main argument or position, and how they used language to make themselves appear credible, appeal to the reader's emotions, and/or appeal to a reader's sense of logic.
- **Practice Summarizing:** After your student has read a grade-level text, have them summarize it for you by re-telling the most important events and information in their own words.

## Research:

- **Become Your Student's Audience:** If your student is working on a research assignment for class, ask them to talk to you about it and share their topic, the questions they have about it, and the resources they have been consulting to get answers. Ask them to consider whether or not the way they are phrasing their questions is providing the information they need. As your student gathers information for a research assignment, ask them to show you how they plan to organize their new learning, which ideas connect to one another, and how they might label each group of information.
- **Discuss the Importance of Documentation:** Ask your student to talk with you about the documentation requirements for their particular assignment and show you where/how they give credit to the original authors of each piece of information they plan to present. Talk with them about the importance of acknowledging when they are using the ideas and words of others to support their own ideas.

## Communications:

- **Model the Importance of Active Listening:** Ask your student questions and help them practice answering thoughtfully. Have them practice asking questions of you and others in a way that shows they have been listening, and ask them to tell you what they learned from others' comments.
- **Discuss A Speaker's Effectiveness:** When your student is reading, listening to, viewing a video of, or attending a live presentation of information, ask them to tell you whether or not they thought the presenter did a good job and to support their opinion with specific details from the presentation.

## ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, they will participate in formative, [norm-referenced interim assessments](#), and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

At the end of the school year, your student will participate in the statewide summative assessment, [SC READY](#). Parent resources are available [online](#).

### ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).