

Grade 6 Language Arts TEKS

Overview

In Grade 6, language arts students read a variety of texts that includes fiction, nonfiction, and other informational sources. They understand rich vocabulary and the role of literary devices such as simile, metaphor, theme, and foreshadowing in the books they read. They use multiple sources to prepare research reports. Sixth grade students use strategies to learn and recall important information. Using the writing process, students write regularly and apply grammar, mechanics, and usage skills to produce error-free compositions for a variety of purposes and audiences. They listen to gain information, take notes, and summarize. Sixth grade students learn how language is used to create meaning in media presentations, and evaluate their purposes and effects on audiences.

Listening and Speaking: Students will

- Analyze a speaker's message for content, persuasive technique, and tone.
- Distinguish between a speaker's opinion and provable fact.
- Listen to models of oral reading.
- Identify how language reflects regions and culture.
- Listen in order to learn, take notes, and organize and summarize ideas.
- Listen in order to connect personal experiences.
- Communicate effectively in a variety of settings such as interviewing, reporting, and requesting and providing information.

Reading: Students will

- Read fluently, regularly and independently a variety of texts and purposes with clear understanding.
- Build an extensive vocabulary through reading and word study.
- Offer observations, make connections, react, speculate, interpret, and raise questions in response to text.
- Use study strategies, including outlines, timelines, graphics, summaries, and paraphrases, to recall important ideas from text.
- Read to increase knowledge of their own culture, the culture of others, and the common elements of all cultures.
- Recognize how authors use form and literary techniques to complement the ideas of the text.

Writing: Students will

- Follow the writing process both independently and with others to revise and refine selected drafts.
- Publish for general and specific audiences for a variety of purposes, including persuasion, information, and entertainment.
- Apply the rules of capitalization, punctuation, grammar, and correct spelling to create error-free compositions.
- Evaluate his or her own writing and the writing of others using criteria that is appropriate for each purpose.

Viewing and Representing: Students will

- Describe, interpret, and use visual media to compare ideas and points of view.
- Analyze, critique, evaluate, and contrast the messages found in visual media.
- Produce class newspapers, multimedia reports, and/or short films.

Tips for Parents:

- Read novels, newspapers, and magazines with your child and discuss connections to your child's and your family's everyday life.
- Have family discussions about what your child is learning in school on a daily basis.
- Ask your child questions about his or her writing assignments and research. Have them read some of their written work aloud to you. Offer praise and helpful comments rather than criticism.
- Check daily to see that your child has written down his/her assignments in student agendas, notebooks, calendars, or other assignment books.
- Encourage your child to read books they are interested in and help them locate reading materials on their reading level. (Check with your child's teacher or a librarian for suggestions.)
- Visit the library or bookstores regularly so that your child becomes comfortable searching for materials that interest them.
- Make use of library and retail video resources, and encourage your child to view videos about new topics (science/history/documentaries).
- Ask your child to explain to you how they use the Internet to complete class projects.
- Seek out good sources for recommended reading. For example, The Young Adult Roundtable of the Texas Library Association for Grades 6-9 generates a reading list every year.
- Some titles from lists, that your child may be interested in, include:
 - Avi. **Midnight Magic**. Scholastic Press. 1999.
 - Creech, Sharon. **Walk Two Moons**. Harpercollins Juvenile Books. 1994.
 - Flake, Sharon G. **The Skin I'm In**. Hyperion. 1998.
 - Lowry, Lois. **Gathering Blue**. Houghton Mifflin. 2000.
 - Miller, Marvin. **You be the Jury** (Jigsaw Puzzle Mysteries). Scholastic Press. 1991-1992.
 - Miller, Marvin. **You Be the Detective** (Jigsaw Puzzle Mysteries). Scholastic Press. 1991-1992.
 - Peck, Richard. **Bel-Air Bambi and the Mall Rats**. NY DELL/Laurel. 1995.
 - Rowling, J. K. **Harry Potter and the Sorcerer's Stone**. Arthur A. Levine Books. 1998.
 - Sacher, Louis. **Holes**. Frances Foster Books, a division of Farrar, Straus and Giroux. 1998.
 - Soto, Gary. **Taking Sides**. Harcourt Brace. 1991.
 - Spinelli, Jerry. **Stargirl**. Alfred A. Knopf, 2000.