

Archdiocese of New York Grade 6 English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Grade 6 English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Grade 6. Each standard has a specific code. For example, RL.6.1 stands for “Reading for Literature Grade 6 Standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. **However, we suggest that you also download and print this matrix.** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are five main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. ***Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.***

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

Reading for Literature	Reading for Informational Text	Writing	Speaking and Listening	Language
These standards pertain to students’ ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students’ ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards pertain to students’ ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students’ ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.

READING STANDARDS FOR LITERATURE

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Literature Grade 6 Standard 1 (RL.6.1)	Students must be able to analyze and make inferences about literature and cite specific evidence from the text for support.	Ask your child... “What do you think the author means by this line...?” “What specific examples, points, etc from the text support that idea?”	https://learnzillion.com/lessons/1575-notice-and-interpret-comparisons-in-a-poem Read the text with your child. Then watch the video lesson to help him/her practice making comparisons when reading poetry.
	Reading for Literature Grade 6 Standard 2 (RL.6.2)	Students must be able to identify the theme or central idea of a text and explain how it is conveyed through particular details. They must also be able to summarize the text separate from personal opinions or judgments.	Ask your child... “What is theme of that story, fable, etc.? How did the author make that idea clear in the story?” “What was this story, play, etc about? Can you summarize it from beginning to end?”	https://learnzillion.com/lessons/2016-explain-how-theme-is-developed-by-analyzing-character-relationships Read the text with your child. Then watch the video to review with him/her how to identify a text’s theme.

	<p>Reading for Literature Grade 6 Standard 3 (RL.6.3)</p>	<p>Students must be able to describe how the plot of a particular story or drama unfolds in a series of episodes and how the characters respond or change as the plot is resolved.</p>	<p>Ask your child...</p> <p>“How did the characters react to the main problem/challenge in this story?”</p> <p>“How does [this character] change throughout the story? What examples show that change?”</p> <p>“What are the main events from the plot that affect the characters?”</p>	<p>https://learnzillion.com/lessons/4815-comprehension-skill-video-arachne-day-2</p> <p>Read the text with your child. Then watch the video lesson to help him/her learn how to describe the way a story’s plot unfolds.</p>
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	<p>Reading for Literature Grade 6 Standard 4 (RL.6.4)</p>	<p>Students must be able to figure out the meaning of unfamiliar words and phrases in a text using contextual clues, including figurative language - similes, metaphors, etc - and connotative meanings - neutral, negative, or positive feelings/ideas associated with a word. They should be able to analyze the effect of a specific word choice on the meaning and tone of a text as a whole.</p>	<p>Ask your child . . .</p> <p>“What does that word/phrase mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What if the author had chosen the word [<i>residence</i>] instead of [<i>home</i>]? What kinds of connotations does each of those words have? How might that change the tone of the sentence?”</p> <p>“What do you think that word might mean based on the rest of the sentence/passage?”</p>	<p>https://learnzillion.com/lessons/1977-determine-the-mood-of-a-poem-by-analyzing-word-choice-and-meaning</p> <p>Read the text with your child. Then watch the video together to help him/her review how to analyze word choice in a poem.</p>
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	<p>Reading for Literature Grade 6 Standard 5 (RL.6.5)</p>	<p>Students must be able to describe how individual elements of a text (a specific sentence, chapter, scene, or stanza) fit into the overall structure of a story, drama, or poem and contribute to the development of the theme, setting, and/or plot.</p>	<p>Ask your child...</p> <p>“How is this text organized?”</p> <p>“How does this [scene, line, chapter, etc] change the course of the plot?”</p>	<p>https://learnzillion.com/lessons/1574-understand-a-poem-s-organization-by-comparing-and-contrasting-stanzas</p> <p>Read the text with your child. Then watch the video lesson with him/her to review how a text’s organization contributes to the meaning.</p>
	<p>Reading for Literature Grade 6 Standard 6 (RL.6.6)</p>	<p>Students must be able to explain how the author develops the point of view of the narrator or speaker in a text.</p> <p>A. They also need to understand how the author’s perspective is affected by his/her geographic location and culture.</p>	<p>Ask your child...</p> <p>“How might your reaction to this [scene, event, etc] be different if the narrator were speaking from a third-person point of view instead of first-person? Would it have the same impact?”</p> <p>“In this passage, how does the author’s choice of words help to develop the speaker’s point of view?”</p> <p>“Did you read the author’s biography at the back of the book? What do you know about him/her? How do you think this impacted the events of the story?”</p>	<p>https://learnzillion.com/lessons/1940-explain-how-the-author-develops-point-of-view</p> <p>Read the text with your child and print the guided note-taking sheet. Then watch the video together to help him/her practice identifying point of view.</p>

	<p>Reading for Literature Grade 6 Standard 7 (RL.6.7)</p>	<p>Students must be able to compare and contrast the similarities and differences between reading a story, drama, or poem and listening to or watching the same story in audio or visual format (including anything they perceive while reading, listening, or watching).</p>	<p>When your child reads books that he/she enjoys, visit your local library to try to find audio, movie, etc versions of the story. Ask your child...</p> <p>“What was similar about this scene in the book and the movie? And different?”</p> <p>“Was [this character] portrayed in the movie as you had pictured him/her while reading the book? What was different? What examples in the book made you think that way?”</p>	<p>http://www.englishworksheetsland.com/grade6/readingliterature/7/2senses.pdf</p> <p>http://www.englishworksheetsland.com/grade6/readingliterature/7/4critical.pdf</p> <p>Print these graphic organizers for your child to use to compare and contrast the sensory experiences of reading a text and seeing or hearing a performance of the same story.</p>
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	<p>Reading for Literature Grade 6 Standard 9 (RL.6.9)</p>	<p>Students must be able to compare and contrast similar themes or topics in texts from different genres (e.g. stories and poems; historical novels and fantasy stories).</p>	<p>When your child demonstrates interest in a particular topic, visit your local library or bookstore to search for different texts focused on that interest (e.g. a non-fiction book and a fantasy story about knights). Ask your child...</p> <p>“What was the main idea/ theme of [this text]? And the other one? How are they similar?”</p> <p>“How did the authors convey their messages in each text?”</p>	<p>http://www.englishworksheetsland.com/grade6/readingliterature/8/1genre%20.pdf</p> <p>Print this graphic organizer for your child to use to compare and contrast the development of similar themes/topics in texts of different genres.</p>
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	<p>Reading for Literature Grade 6 Standard 10 (RL.6.10)</p>	<p>By the end of the year, students should be able to read and understand grade-level literature - including stories, dramas, and poetry - when working independently.</p>	<p>When you help your child pick out books, make sure that the books and stories he/she is reading are on the 6th grade level. If you are not sure what reading level a particular work is, look in the front cover or ask a librarian or teacher to help you.</p> <p>Encourage your child to read independently frequently.</p> <p>Set aside a daily reading time in your household.</p> <p>Model independent reading by reading your own book while your child is reading.</p>	<p>https://learnzillion.com/lessons/1884-distinguishing-poetry-from-prose</p> <p>Read the text with your child. Then watch the video lesson to help him/her practice distinguishing poetry from prose.</p>
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	<p>Reading for Literature Grade 6 Standard 11 (RL.6.11)</p>	<p>Students must be able to identify, interpret, and draw ethnic and artistic connections between the different types of literature they read and other texts, ideas, cultural perspectives, personal events, eras, and situations.</p> <p>Students should be able to choose texts for themselves to read based on personal preferences.</p> <p>Students must be able to use given criteria to classify, select, and evaluate texts to make informed judgments about the quality of a piece.</p>	<p>Ask your child . . .</p> <p>“Can you connect this book to anything else you’ve read, learned about in another class, experienced in your own life, etc? What is the connection between those two things?”</p> <p>“Does . . . remind you of anything in your own life? How? Why?”</p> <p>Take your child to visit the local library and allow him/her to choose books for him-/herself. Check that he/she is choosing texts at an appropriate reading level.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-teen-choose-book-30111.html</p> <p>Use these tips to help your child choose appropriate books to read.</p>
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READING STANDARDS FOR INFORMATIONAL TEXT

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Reading for Informational Text Grade 6 Standard 1 (RI.6.1)</p>	<p>Students will be able to closely examine a text in order to analyze and draw inferences from it with explicit references to what it says.</p>	<p>Ask your child...</p> <p>“Can you tell me why you think...?”</p> <p>“What examples, points, etc from the text support that idea?”</p> <p>“What do you think the author means by...?”</p> <p>“The text says, ‘...’ What do you think...?”</p>	<p>https://learnzillion.com/lessons/4978-lesson-1-video</p> <p>Read the text with your child. Then watch the video with him/her to help your child practice making inferences.</p>
	<p>Reading for Informational Text Grade 6 Standard 2 (RI.6.2)</p>	<p>Students must be able to identify the central idea of a text and explain how it is conveyed through particular details. They must also be able to summarize the text separate from personal opinions or judgments.</p>	<p>Ask your child...</p> <p>“What is this article mainly about? Can you identify two or more main ideas?”</p> <p>“What are some details from the article that show that . . . is the main topic?”</p> <p>“In a few sentences, can you give me a summary of the key points of this text?”</p>	<p>https://learnzillion.com/lessons/5048-day-4-comprehension-skill-video</p> <p>Read the selected chapter with your child. Then watch the video lesson to help him/her learn how the central idea is developed through key details.</p>

	<p>Reading for Informational Text Grade 6 Standard 3 (RI.6.3)</p>	<p>Students must be able to analyze how people, events, or ideas are introduced, illustrated, and elaborated upon in a nonfiction text (e.g. through examples or anecdotes).</p>	<p>Ask your child...</p> <p>“How does the author describe [this individual]?”</p> <p>“What does this anecdote tell you about...?”</p> <p>“What was your first impression of [this event or idea]? What examples from the text made you think that way?”</p>	<p>https://learnzillion.com/lessons/4887-day-1-a-taste-of-sticky-rice</p> <p>Read the article with your child. Then watch the video with him/her to review how an author introduces a text and its central ideas.</p>
	<p>Reading for Informational Text Grade 6 Standard 4 (RI.6.4)</p>	<p>Students must be able to figure out the meanings of unfamiliar words and phrases in a text - including figurative, connotative, and technical meanings.</p>	<p>Ask your child...</p> <p>“What does that word mean in the sentence?”</p> <p>“What do you think that word might mean based on the rest of the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p>	<p>https://learnzillion.com/lessons/1971-determine-the-meaning-of-words-by-comparing-denotative-and-connotative-meanings</p> <p>Read this article with your child and print the note-taking sheet. Then watch the video lesson to review how to decipher the meaning of an author’s words.</p>

	<p>Reading for Informational Text Grade 6 Standard 5 (RI.6.5)</p>	<p>Students must be able to consider how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how that affects the development of the ideas.</p>	<p>Ask your child...</p> <p>“How is this text organized? How is [another text] similar and/or different?”</p> <p>“What features of this text helped you to find the key information?”</p> <p>“What do you think the author wants the readers to understand?”</p>	<p>https://learnzillion.com/lessons/4979-lesson-2-video</p> <p>Read the text with your child before watching the video lesson to help him/her review how to examine the effects of specific details on the development of the central idea.</p>
	<p>Reading for Informational Text Grade 6 Standard 6 (RI.6.6)</p>	<p>Students must be able to determine an author’s point of view and explain how it is presented in a text.</p>	<p>Ask your child...</p> <p>“What is the author’s point of view of...? What are some examples from the text that show that?”</p> <p>“If the author’s purpose changed from [<i>informing</i>] to [<i>trying to persuade</i>], how would this passage be different?”</p>	<p>https://learnzillion.com/lessons/4766-comprehension-skill-video-the-preamble-and-the-first-amendment-day-3</p> <p>Read the text with your child. Then watch the video to review how an author conveys his/her point of view through his/her word choice.</p>

	<p>Reading for Informational Text Grade 6 Standard 7 (RI.6.7)</p>	<p>Students must be able to understand a topic or issue by integrating information gathered from a variety of media formats (e.g. visually, quantitatively).</p>	<p>Ask your child . . .</p> <p>“What does that map/ illustration/ diagram show you about [this topic]?”</p> <p>When reading a textbook or article with your child, stop as you encounter pictures, maps, and charts to look at them and examine their connection to what you are reading.</p> <p>Visit your local library or search the internet to help your child find videos, podcasts, etc about topics in which he/she is interested.</p>	<p>https://learnzillion.com/lessons/4897-the-bears-of-yellowstone-national-park-day-1</p> <p>Read the informational text with your child. Then watch the video to give him/her additional practice in analyzing the links between a text and its features.</p>
	<p>Reading for Informational Text Grade 6 Standard 8 (RI.6.8)</p>	<p>Students must be able to evaluate specific arguments and claims in a text and distinguish between those that are supported by reasons and evidence and those that are not.</p>	<p>Ask your child...</p> <p>“Why does the author argue/ think...?”</p> <p>“What reasons does the author give to support his/her thinking about...?”</p> <p>“Which arguments that the author presents are most convincing? Why?”</p>	<p>https://learnzillion.com/lessons/4201-evaluate-an-argument-by-examining-support-provided-in-the-text</p> <p>Read the text with your child and print the note-taking worksheet. Then watch the video to help him/her better understand how to evaluate an author’s claim(s).</p>

	<p>Reading for Informational Text Grade 6 Standard 9 (RI.6.9)</p>	<p>Students must be able to compare and contrast the presentations of events by two different authors (e.g. a memoir written by and a biography about the same person).</p> <p>A. They should also be able to use their own experiences and knowledge of language, logic, and culture to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Ask your child...</p> <p>“What is similar about these texts and the points they raise? What is different?”</p> <p>Assist your child in taking notes on a single topic from multiple texts to help him/her think analytically. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p> <p>“How can you categorize/group the different facts, details, and pieces of evidence you are gathering from these texts?”</p>	<p>http://www.englishworksheetsland.com/grade6/readinginfo/9/3printingpress.pdf</p> <p>Print this worksheet for your child to use to practice comparing and contrasting two short accounts of the same event.</p> <p>http://www.englishworksheetsland.com/best/grade6/readinginfo/9/12comparcontrast.pdf</p> <p>Print this graphic organizer for your child to use to record his/her observations when reading two accounts of the same topic by different authors.</p>
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	<p>Reading for Informational Text Grade 6 Standard 10 (RI.6.10)</p>	<p>By the end of the year, students should be able to read and understand nonfiction texts at grade-level and above (with help as necessary).</p>	<p>Spend time reading social studies and science textbooks and articles with your child.</p> <p>Consider subscribing to a kids' magazine through Scholastic, TIME for Kids, National Geographic for Kids, or another publishing company.</p> <p>Encourage your child to read independently frequently.</p> <p>Set aside a daily reading time in your household.</p> <p>Model reading informational texts independently by reading newspapers and other articles while your child reads his/her textbook or another informational text.</p>	<p>http://www.englishworksheetsland.com/grade6/readinginfo/10/2meekrats.pdf</p> <p>http://www.englishworksheetsland.com/best/grade6/readinginfo/10/9cherry.pdf</p> <p>Print these two passages and their accompanying questions for your child to use as practice reading informational texts.</p>
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WRITING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Writing Grade 6 Standard 1 (W.6.1)</p>	<p>Students must be able to express and back up their own opinions with relevant evidence in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the claim(s), reasons, and evidence clearly. B. Provide clear reasons expanded by relevant evidence to support their arguments, using appropriate sources and showing an understanding of the text. C. Use words, phrases, and clauses to clearly connect claim(s) and reasons. D. Establish and maintain a formal style. E. End with a conclusion that follows from the argument presented. 	<p>Encourage your child to write opinion pieces about books he/she reads or other ideas you discuss at home. Before your child writes his/her opinion piece, help him/her organize his work by brainstorming and writing down some ideas first. Ask your child to identify his/her claim(s), reasons, and evidence. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/4602-craft-reason-statements-that-best-introduce-your-evidence Print the practice sheet. Then watch this video with your child to help him/her construct a strong introduction to an argument. B. https://learnzillion.com/lessons/5089-clarify-how-each-reason-supports-the-claim https://learnzillion.com/lessons/5087-choose-the-best-evidence-to-support-your-reasons Print the practice sheets. Watch these videos with your child to review with him/her how to use evidence and reasons to support their claims. C. https://learnzillion.com/lessons/1342-connect-ideas-in-an-essay-using-example-addition-and-contrast-transition-words
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	<p>Writing Grade 6 Standard 2 (W.6.2)</p>	<p>Students must be able to write informative/explanatory pieces to examine a topic and clearly communicate ideas, concepts, and information. They must be able to:</p> <ul style="list-style-type: none"> A. Use strategies such as definition, classification, compare/contrast, and cause/effect and tools such as headings and visuals to introduce the topic and organize the information. B. Develop the topic by including relevant facts, definitions, examples, and quotations as necessary. C. Use appropriate transition words and phrases to make the relationships among ideas and concepts clear. D. Use precise language and vocabulary specific to the topic. E. Establish and maintain a formal style. F. End with a conclusion that follows from the information or explanation 	<p>Encourage your child to write informative pieces about books he/she reads or other ideas you discuss at home. Before your child writes his/her informative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her topic, facts and definitions, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/5065-include-relevant-information-in-an-introduction Print the student practice sheet. Then watch this video with your child to help him/her practice writing a strong introduction. B. https://learnzillion.com/lessons/5070-use-specific-concrete-details Print the student practice sheet. Then watch this video with your child to learn how to include specific, concrete details. C. https://learnzillion.com/lessons/5072-use-transitions-to-show-relationships Print the worksheet. Then watch this video with your child to help him/her learn how to use transition words to show connections between ideas and concepts. D. https://learnzillion.com/lessons/5074-use-domain-specific-vocabulary
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	<p>Writing Grade 6 Standard 3 (W.6.3)</p>	<p>Students must be able to write narratives that develop real or imagined experiences or events using effective technique, descriptive details, and a logical sequence of events. They must be able to:</p> <ul style="list-style-type: none"> A. Engage readers by introducing the narrative, narrator and/or characters, and context and organizing a natural sequence of events. B. Include dialogue, detailed descriptions, and pacing to show and describe the feelings, thoughts, and actions of the characters and to develop the events. C. Use a variety of transitional words, phrases, and clauses to move along the sequence of events in time or setting. D. Use specific and vivid words and phrases and sensory details to describe experiences and events precisely. E. End with a conclusion that follows from the narrative presented. 	<p>Encourage your child to write narrative pieces about books he/she reads or other events he/she experiences. Before your child writes his/her narrative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her event/sequence of events in order, details and thoughts, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/1829-create-a-timeline-of-an-important-event-in-your-life Read the text. Then use this video to help your child review how to organize a narrative writing by using a timeline. B. https://learnzillion.com/lessons/1830-use-detailed-descriptions-in-personal-narrative Read the text and watch this video with your child to help him/her learn how to use detailed descriptions to develop a narrative. C. http://www.englishworksheetsland.com/best/grade6/writing/14/6narrative.pdf http://www.englishworksheetsland.com/grade6/writing/14/3shifting.pdf Print these worksheets for your child to use to practice incorporating transitional
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	<p>Writing Grade 6 Standard 4 (W.6.4)</p>	<p>Students must be able to write focused pieces in which the development, organizations, and style are appropriate to the purpose and audience as described above in standards 1-3 (e.g. opinion piece, informative text).</p> <p>A. They should also be able to create text (print or nonprint) that explores different cultures and perspectives.</p>	<p>Encourage your child to write different pieces about books he/she reads, ideas, or other events he/she experience and/ or prompt him/her to produce text about other cultures and perspectives. Before your child writes his/her piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Either give your child a specific assignment or ask your child to identify his/her purpose for writing - to argue a point (opinion piece), to inform (explanatory piece), or to tell a story (narrative). Refer to the specific expectations for each type - explained above in standards 1-3 - to ensure your child includes all necessary elements. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<p>https://learnzillion.com/lessons/1209-identify-the-different-parts-of-an-argumentative-essay</p> <p>Watch the video lesson with your child to help him/her better understand how to identify different parts of an essay.</p>
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	<p>Writing Grade 6 Standard 5 (W.6.5)</p>	<p>With some prompting and guidance from an adult and/or peers, students must be able to develop and strengthen their writing by planning, revising, editing, rewriting, and/or trying a new approach.</p>	<p>When your child writes, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail and/or clarity...</p> <p>“Can you tell me more about...?”</p> <p>“What do you mean by...?”</p> <p>Encourage your child to reread his/her written pieces to check carefully for mistakes in grammar, spelling, and/or punctuation and places where he/she can change words or sentences to strengthen the writing.</p>	<p>http://www.k12reader.com/worksheet/editing-and-proofing-a-paragraph/view/</p> <p>Print this worksheet. Then encourage your child to complete it to practice editing and revising a written text.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/revise-edit-30116.html</p> <p>Use these tips to help your child better understand how to edit and revise a piece of writing.</p>
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	<p>Writing Grade 6 Standard 6 (W.6.6)</p>	<p>Students must be able to use technology - including the internet - to write and create their own texts electronically and interact/ collaborate with others. They should be able to type at least three pages in a single sitting.</p>	<p>Help your child use a computer, iPad, etc to write and illustrate stories and texts digitally.</p> <p>Encourage your child to type his/her stories, etc into Word to practice his/her keyboarding skills.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/diamante-poems-a-30185.html</p> <p>Help your child use these interactive tools to write stories and poems digitally.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/safe-online-30119.html</p> <p>Use these tips and resources to help your child safely connect and interact with others on the internet.</p> <p>http://www.typingclub.com/typing-qwerty-en.html</p> <p>Use this program to help your child practice typing.</p>
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	<p>Writing Grade 6 Standard 7 (W.6.7)</p>	<p>Students must be able to complete short research projects to answer a question by gathering information from several sources and refocusing the research when necessary.</p>	<p>Visit the local library or use a computer at home to assist your child in research about a topic in which he/she is interested. Help him/her to formulate a research question about the topic around which to focus his/her research. Encourage your child to write about what he/she learned.</p>	<p>https://learnzillion.com/lessons/1444-generate-research-questions</p> <p>https://learnzillion.com/lessons/1446-grow-research-by-reading-additional-texts</p> <p>Read the texts with your child. Then watch these video lessons to help him/her review how to generate research questions and gather information from multiple sources.</p>
	<p>Writing Grade 6 Standard 8 (W.6.8)</p>	<p>Students must be able to gather information from multiple print and digital sources. They should be able to determine whether a source is credible, paraphrase the information without plagiarizing, and provide basic bibliographic information for the sources used.</p>	<p>When your child demonstrates curiosity about a topic, help him/her find books and online sources related to the topic that can answer his/her questions. Before beginning the research, work together to brainstorm a few categories of information into which your child can sort the information he/she finds. Encourage him/her to write about what he/she learned and list bibliographic information for all of the sources used.</p>	<p>https://learnzillion.com/lessons/1465-cite-research-sources-used-in-an-informational-text</p> <p>Read the articles and watch the video lesson with your child to help him/her practice citing his/her sources.</p>

	<p>Writing Grade 6 Standard 9 (W.6.9)</p>	<p>Students must be able draw evidence from grade level literary or informational texts to support their thoughts and research. Specifically, they should be able to...</p> <p>A. (Literary Texts) make specific references to the text when answering questions, comparing and contrasting two or more characters, settings, or events in different forms or genres, examining a theme, and/or describing the point of view of the author.</p> <p>B. (Informational Texts) draw information from various features of texts (e.g. text, diagrams) to summarize the text, to explain how an author uses reasons and evidence to support particular points in a text, to distinguish reasons that are supported by evidence from those that are not, to explain the connections between two or more individuals, events, or ideas, and to analyze multiple accounts.</p> <p><i>(Refer to Grade 6 Reading</i></p>	<p>As you assist your child in conducting research and preparing to write, ask him/her...</p> <p>“What is the theme of that story, poem, etc.?”</p> <p>“What evidence from the text shows how the author makes that lesson clear in the story?”</p> <p>“What is similar about these two texts and the points they raise?”</p> <p>Assist your child in taking notes on a single topic from multiple texts. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p>	<p>A. http://www.englishworksheetsland.com/grade6/writing/22/2genre.pdf</p> <p>http://www.englishworksheetsland.com/best/grade6/writing/22/14theme.pdf</p> <p>Print these graphic organizers for your child to use to prepare to write a response to literary texts.</p> <p>B. https://learnzillion.com/lessons/1449-determine-a-research-question</p> <p>Read the articles with your child. Then watch the video lesson with him/her to help him/her better understand how to determine a research question.</p>
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	<p>Writing Grade 6 Standard 10 (W.6.10)</p>	<p>Students must be able to regularly write for both extended (research, reflection, and revision) and shorter periods of time for a variety of purposes and audiences.</p>	<p>Provide your child with ample opportunities to engage in writing projects that range across a wide variety of purposes and audiences. Write short letters/notes to mail to friends and relatives, create longer and shorter narrative stories to share with younger siblings, and engage in longer-term research projects.</p> <p>Sit with your child and write your own letters, stories, etc to model focused behavior while you are working.</p> <p>Engage in research and writing projects with your child that extend over a period of multiple days and/or weeks. Help your child choose a topic together, conduct research in books and online, and write about what he/she learned.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/trip-museum-from-picture-30302.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/books-will-take-there-30911.html</p> <p>Help your child engage in these creative writing projects to practice writing regularly.</p>
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	<p>Writing Grade 6 Standard 11 (W.6.11)</p>	<p>Students must be able to creatively communicate their responses to a literary work through a poem, story, play, artwork, etc. They should be able to...</p> <ul style="list-style-type: none"> A. Develop a perspective or theme supported by relevant details. B. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. C. Create poetry, stories, plays, and other literary form (e.g. videos, artwork). 	<p>Talk with your child about what he/she is studying in school. Then help him/her gather pencils, a computer, markers, paint, etc to write and/or draw a response to the author or theme. Give your child an opportunity to present his/her creation to your family, neighbors, etc.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/make-mystery-puzzle-30146.html?main-tab=2#tabs</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/comics-graphic-novels-30296.html?main-tab=2#tabs</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/poetic-memories-summer-30862.html?main-tab=2#tabs</p> <p>Help your child use this creative tools and ideas to respond to a text, author, and/or topic he/she has read.</p>
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SPEAKING AND LISTENING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Speaking and Listening Grade 6 Standard 1 (SL.6.1)</p>	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics, issues, and texts. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. be ready to discuss and share thoughts and/or questions about assigned materials with specific references to required reading and other information (e.g. read an assigned text and be able to have a discussion with classmates about their opinions and questions with explicit mention of information and words from the text). B. follow appropriate norms for academic discussions, set specific goals and deadlines, and define roles as needed - participant, leader, observer, etc. C. ask and respond to specific questions to participate and 	<ul style="list-style-type: none"> A. Choose books, articles, or other texts for you and your child to both read independently. Then engage in explicit conversations about what you have read. Encourage your child to refer explicitly to the texts and anything else he/she knows about that topic during your conversations (e.g. <i>“On page 14, he says...;” “I saw a TV episode about this that said...”</i>). B. Engage in a variety of conversations - one-on-one in the car, whole group over the dinner table, etc - with your child. Model how to listen respectfully - looking at the speaker and not interrupting - and how to stay focused on the topic of conversation. Encourage your child to do the same. C. When speaking with your child, ask for clarification when necessary and encourage him/her to do the same. Ask... <i>“Can you explain what you mean by that?”</i> <i>“Do you understand what I am talking about?”</i> 	<ul style="list-style-type: none"> A. http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/motivating-teen-readers-30110.html Use these tips to encourage your child to engage in thoughtful conversations - through a book club, etc - about what he/she reads. B. http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/helping-teen-plan-conduct-30113.html Use these tips and strategies to help prepare your child for an academic conversation. C. http://www.readwritethink.org/parent-afterschool-resources/activities-projects/explore-summertime-past-present-30151.html Try this activity with your child to prompt him/her to engage in detailed
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<p>Speaking and Listening Grade 6 Standard 2 (SL.6.2)</p>	<p>Students must be able to understand and reflect upon information presented in multiple formats - including visually (e.g. poster or billboard), quantitatively (e.g. chart or table), and/or orally (e.g. read aloud or said over the radio) - and explain how it might contribute to the discussion.</p> <p>A. They must also be able to engage in problem solving - use personal experiences and knowledge of language, logic, and culture to think analytically, address problems creatively, and advocate persuasively.</p>	<p>After watching a movie/TV show, listening to the radio, observing a billboard, etc, talk with your child about what information you learned. Ask questions to check for understanding...</p> <p>“What is the lesson/main idea that you learned from that [show, poster, etc]?”</p> <p>“How did the [writers, speaker, artist, etc] make that lesson clear?”</p> <p>“Can you summarize what you learned/heard?”</p> <p>Encourage your child to engage in problem solving. As appropriate, talk through basic problems with your child without simply giving him/her a solution. Allow your child to draw conclusions, try to persuade you, and think creatively (e.g. He/she wants to watch a TV show that comes on past his/her bedtime. Engage in a conversation about how to solve that problem, advocate for each of your points, and form a compromise.)</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/want-what-exploring-30669.html</p> <p>Engage in these activities with your child to help them practice reflecting on information presented in various formats and thinking critically.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html</p> <p>Use this list of strategies to encourage higher order thinking and prompt your child to think of creative solutions to problems.</p>
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	<p>Speaking and Listening Grade 6 Standard 3 (SL.6.3)</p>	<p>Students must be able to describe a speaker's argument and claims and distinguish between those claims that are supported by reasons and evidence and those that are not.</p>	<p>After listening to the radio, hearing a speech/sermon, etc with your child, ask him/her...</p> <p>“Can you summarize what you learned/heard?”</p> <p>“What was the main idea/ theme?”</p> <p>“What reasons and evidence did the speaker provide to support that idea?”</p> <p>“Which arguments that the author presents are most convincing? Why?”</p>	<p>https://www.mheonline.com/ccsehandbook/grade6/ccslh_g6_sl_7_1c_l1.html</p> <p>Read this passage and try the activity verbally with your child. Then choose “Practice” at the bottom of the page to continue to practice this skill.</p>
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	<p>Speaking and Listening Grade 6 Standard 4 (SL.6.4)</p>	<p>Students must be able to present claims and findings by describing them in a logical order and by using relevant facts, details, and descriptions to explain main ideas. They must also speak loudly and clearly with appropriate eye contact.</p>	<p>Prompt your child to tell stories about his/her experiences and prompt him/her to add details, speak up, maintain eye contact, and/or alter the pace as necessary. Ask your child...</p> <p>“Will you please tell me a bit more about that?”</p> <p>“What does the author think about...? Why?”</p> <p>“Do you agree with...? Why?”</p> <p>As necessary, prompt your child to slow down, speak up, etc.</p> <p>Use the “Wh-“ question words to encourage him/her to add details.</p>	<p>http://www.teachingthecore.com/pvlegs-public-speaking-acronym/</p> <p>Use the tips, strategies, and acronyms described in this article to help your child practice his/her speaking skills. Try implementing the simple strategies at home so that they become familiar to your child.</p>
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	<p>Speaking and Listening Grade 6 Standard 5 (SL.6.5)</p>	<p>Students must be able to clarify information in a presentation with multimedia components (e.g. graphics, images, music, sound).</p>	<p>Use digital media tools (iPad, computer, etc) to record your child reading or telling a story. Listen to the recording together and talk about clarity, speed, expression, etc.</p> <p>Supply your child with art supplies so that he/she can illustrate the subject he/she is writing or talking about. Ask your child...</p> <p>“Will you please draw a diagram to show me how that works?”</p> <p>“What additional components could you include to make your presentation more interesting, clear, etc?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/record-podcasts-30118.html</p> <p>Use these tips and instructions to help your child prepare a clear and logical presentation and then record the information to make a podcast.</p>
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	<p>Speaking and Listening Grade 6 Standard 6 (SL.6.6)</p>	<p>Students must be able to adapt their speaking to fit a variety of situations and tasks and use formal English when necessary and appropriate (See grade 6 Language standards 1 and 3 for specific expectations).</p>	<p>Help your child find opportunities to engage in a variety of speaking situations - speaking formally to his/her principal, priest, etc and talking more informally with small groups of friends, siblings, etc - to allow him/her to practice distinguishing and alternating between contexts.</p>	<p>https://www.mheonline.com/ccsehandbook/grade6/pdf/ccslh_g6_sl_7_2b_link1_1.pdf</p> <p>https://www.mheonline.com/ccsehandbook/grade6/pdf/ccslh_g6_sl_7_2b_link2_1.pdf</p> <p>Try these activities with your child to help him/her practice adapting his/her speaking to fit the task and audience.</p>
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LANGUAGE STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Language Skills Grade 6 Standard 1 (L.6.1)</p>	<p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. make sure pronouns are used correctly (as subjects, objects, and/or possessives). B. use intensive pronouns (e.g., <i>myself, ourselves</i>). C. recognize and correct inappropriate shifts in pronoun number and person. D. recognize and correct vague pronouns (e.g. those with unclear antecedents). E. recognize variations from standard English in their own and others' writing and speaking. They should also be able to identify and use strategies for improving expression in conventional language. 	<p>Speak with your child in more complex sentences with appropriate use of pronouns - subjective, objective, possessive, and reflexive - to model this behavior.</p> <p>As necessary, offer your child immediate feedback on his/her grammar and language usage in writing and speaking. Explain mistakes and offer concrete praise for accuracy. Help guide your child to recognize errors on his/her own (e.g. "<i>I am going to read this sentence aloud. Listen carefully - especially to the pronouns - and tell me if you hear something you think should be changed.</i>").</p>	<ul style="list-style-type: none"> A. (Subject Pronouns) https://learnzillion.com/lessons/5005-ensure-clear-meaning-by-using-correct-subject-pronouns <p>(Object Pronouns)</p> <p>https://learnzillion.com/lessons/5007-ensure-clear-meaning-by-using-correct-object-pronouns</p> <p>Print the student practice worksheets. Then watch the video lessons with your child to review using pronouns correctly.</p> <ul style="list-style-type: none"> B. http://www.englishworksheetsland.com/best/grade6/language/2/12cake.pdf <p>http://www.englishworksheetsland.com/grade6/language/2/4writing.pdf</p> <p>Print these practice sheets for your child to use to practice including intensive pronouns in his/her writing.</p>
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	<p>Language Skills Grade 6 Standard 2 (L.6.2)</p>	<p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p> <p>A. use commas, parentheses, and dashes to set off specific elements of a sentence or passage.</p> <p>B. spell correctly.</p>	<p>As necessary, offer your child immediate feedback on his/her usage of capitalization, punctuation, and spelling in his/her writing. Explain mistakes and offer concrete praise for accuracy (e.g. <i>“Take a careful look at this sentence. Do you notice a specific element that should be set off with punctuation?”</i>).</p> <p>When your child needs help spelling a word, do not simply tell him/her. Encourage him/her to try to spell it phonetically and then check a reference material to confirm.</p>	<p>A. https://learnzillion.com/lessons/4199-revise-writing-to-edit-errors-in-comma-usage</p> <p>Read the text and watch the video lesson with your child to help him/her learn how to edit his/her writing to correct errors in comma usage.</p> <p>B. http://www.k12reader.com/worksheet/correcting-mistakes-in-sentences/view/</p> <p>http://www.k12reader.com/worksheet/spelling-whats-wrong-and-whats-right/view/</p> <p>Print these worksheets for your child to use to practice his/her spelling skills.</p>
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	<p>Language Skills Grade 6 Standard 3 (L.6.3)</p>	<p>Students must be able to use knowledge of language and its conventions when writing, speaking, reading, or listening. They should be able to...</p> <ul style="list-style-type: none"> A. vary sentences for to clarify meaning, maintain reader interest, and show writing style. B. show consistency in style and tone. 	<p>Read through your child's writing with him/her. Prompt him/her to vary sentence structure.</p> <p>Encourage your child to write short letters, notes, etc about the same topic to two different audiences (e.g. write a letter about a recent vacation to a teacher and to a younger cousin). Discuss the differences in language used, style, etc (e.g. use of formal versus informal English and emphasis of particular topics based on reader interest).</p>	<ul style="list-style-type: none"> A. http://www.k12reader.com/worksheet/sentence-patterns-combining-sentences/view/ http://www.k12reader.com/worksheet/sentence-patterns-sentence-openers/view/ <p>Help your child to print and complete these worksheets to practice varying sentences in his/her writing.</p> <ul style="list-style-type: none"> B. https://learnzillion.com/lessons/5006-revise-writing-to-maintain-consistency-in-formal-style <p>Print the practice sheet. Then watch the video lesson with your child to help him/her better understand how to maintain consistency in his/her writing style.</p>
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<p>Language Skills Grade 6 Standard 4 (L.6.4)</p>	<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using a variety of strategies from sixth grade level content. Specifically, they should be able to...</p>	<p>A. use the context of a passage or sentence to figure out the meaning of an unfamiliar word or phrase.</p> <p>B. figure out the meaning of a word based on the use of common, grade-appropriate affixes and roots (e.g. <i>audience, auditory</i>).</p> <p>C. use available resources (e.g. dictionaries, glossaries, thesauruses - both print and online) to determine the pronunciation, part of speech, and/or precise meaning of unfamiliar words and/or phrases.</p> <p>D. make a preliminary guess about a word's meaning and confirm it by checking a reference material.</p>	<p>When your child needs help determining the meaning, part of speech, and/or pronunciation of an unfamiliar word, do not simply tell him/her. Ask him/her...</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What do you think that word might mean based on the rest of the paragraph?”</p> <p>“What other words do you know that begin with the same prefix?”</p> <p>If necessary provide him/her with a children’s dictionary and/or other resources to clarify or confirm the precise definition and/or pronunciation.</p>	<p>A. http://www.k12reader.com/worksheet/analyzing-words-with-context-clues/view/</p> <p>Help your child to print and complete the practice sheet to review context clues.</p> <p>B. http://www.englishworksheetsland.com/best/grade6/language/11/7mathcup.pdf</p> <p>http://www.englishworksheetsland.com/best/grade6/language/11/12families.pdf</p> <p>Print these worksheets. Then encourage your child to complete the activities to practice figuring out word meanings using affixes.</p> <p>C. http://www.englishworksheetsland.com/grade6/language/12/1thearus.pdf</p>
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	<p>Language Skills Grade 6 Standard 5 (L.6.5)</p>	<p>Students must be able to recognize and understand figurative language, relationships between words and meanings, and nuances in meanings. Specifically, they should be able to...</p> <p>A. interpret figures of speech - including personification (giving human characteristics to nonhuman objects), similes, metaphors, idioms, puns, etc - in context.</p> <p>B. use the relationships between words (e.g. cause/effect, part/whole) to better understand each word.</p> <p>C. distinguish among the connotations of words with similar definitions (e.g. <i>stingy</i>, <i>scrimping</i>, <i>economical</i>).</p>	<p>Introduce new words and phrases in context when talking to your child. Incorporate nonliteral meanings of words and phrases (e.g. "<i>The sun is smiling down on us today!</i>") and explain the alternate meanings to your child.</p> <p>When reading with your child, intentionally point out the use of language nuances. Ask your child...</p> <p>"Who do you think the speaker is talking to when he/she says...? Why?"</p> <p>"If the author had described this character as [<i>stingy</i>] instead of [<i>economical</i>], how would that change this passage?"</p>	<p>A. https://learnzillion.com/lessonsets/201-read-and-understand-idioms</p> <p>Watch the video lessons to review common idioms.</p> <p>B. https://learnzillion.com/lessons/1886-comparing-and-contrasting-textual-details</p> <p>Read the text with your child. Then watch the video lesson with him/her to help your child understand how to compare and contrast details from a text.</p> <p>C. http://www.englishworksheetsland.com/grade6/language/16/2positive.pdf</p> <p>http://www.englishworksheetsland.com/grade6/language/16/1denote.pdf</p> <p>Print these worksheets for your child. Then encourage him/her to use</p>
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	<p>Language Skills Grade 6 Standard 6 (L.6.6)</p>	<p>Students must be able to learn (from reading, speaking with others, etc) and use new vocabulary words and phrases - both general terms that appear across academic subjects and vocabulary specific to particular topics studied.</p>	<p>Prompt your child to use new vocabulary when he/she speaks or writes. Ask him/her...</p> <p>“Do you remember another word that means...?”</p> <p>“How do you feel when...?”</p> <p>Encourage your child to use precise language when he/she speaks (e.g. “<i>The boy told his dad that he was bored</i>” versus “<i>The boy whined to his dad that he was bored</i>”).</p>	<p>http://www.k12reader.com/worksheet/avoiding-word-errors-definition-match/view/</p> <p>http://www.k12reader.com/worksheet/commonly-confused-words-whats-correct/view/</p> <p>Help your child to print and complete these worksheets for additional practice with new and commonly confused vocabulary.</p>
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