Parents’ Guide to Student Success

*English Language Arts*

***Sixth Grade***

**Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

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| **Here are Some Things Your Child Will Be Working on in Sixth Grade**   * Citing text-based evidence to support an analysis of literary text * Determining a central idea of a text and how it is conveyed through particular details; providing a summary of the text distinct from personal opinions or judgments * Writing arguments to support claims with clear reasons and relevant evidence * Determining the meaning of literal and figurative language (metaphors and similes) in literary text * Comparing and contrasting how different genres communicate the same theme or idea |

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| Keeping the Conversation Focused:  When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Grade 6, these include:   * Reading closely and selecting material from fiction and nonfiction text. * Analyzing the text to determine theme. * Using rich vocabulary to speak and write more precisely and coherently. |

**Help Your Child Learn at Home**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

* Read with your child daily.
* Ask questions about what your child is reading
* Ask your child to make a prediction and then ask them to find evidence to support the prediction.

Resource: <http://www.pta.org/parents/>

**Sixth Grade**

Nine Week Checkpoints for Parents and Students



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| **Helpful Websites** | |
| <http://www.pta.org/parents/> <http://i-ready.com>  <http://www.revisionassistant.com> <https://my.hrw.com/>  <http://www.readwritethink.org> <http://www.freereading.net/> | |
| **First Nine Weeks** | **Second Nine Weeks** |
| *Students should know and be able to:*   * Cite textual evidence to support an analysis of literary text. * Determine the meaning of literal and figurative language (metaphors and similes) in literary text. * Determine the main idea of an informational text using only information from the text. * Write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. * Use the proper case of pronouns in writing. | *Students should know and be able to:*   * Determine a theme or central idea based on details in a literary text. * Analyze how an author's word choice affects tone and meaning. * Compare and contrast how different genres communicate the same theme or idea. * Write arguments to support claims with clear reasons and relevant evidence. * Use a variety of sentence structures to make their writing and speaking more interesting. |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:*   * Determine an author’s point of view or purpose in an informational text. * Use a variety of strategies to determine word meaning in informational texts. * Compare how different authors portray the same idea or event. * Conduct short research projects to answer a question. * Distinguish among the connotations (associations) of words with similar denotations (definitions). | *Students should know and be able to:*   * Summarize a literary text using only information from the text. * Describe how the characters change throughout a literary text. * Produce clear and coherent writing that is appropriate to task, purpose, and audience. * Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. * Read grade-level informational texts proficiently and independently. |