

# **Grade Level Expectations for the Sunshine State Standards**

## **Language Arts Sixth Grade**



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**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Sixth Grade**

The sixth grade student:

*Reading*

- predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.
- uses prereading strategies before reading (for example, skimming text headings, bold type, and other text features).
- makes predictions about purpose and organization using background knowledge and text structure knowledge.
- reads and predicts from graphic representations (for example, illustrations, diagrams, graphs, maps).
- uses context and word structure clues to interpret words and ideas in text.
- makes inferences and generalizations about what is read.
- uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.
- identifies word parts such as prefixes, suffixes, and root words.
- uses word origins as a strategy in understanding historical influences on word meanings.
- selects appropriate meaning for a word according to context.
- analyzes word relationships such as analogies.
- distinguishes denotative and connotative meanings of words.
- studies word meanings consistently (for example, across curricular content).
- monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.
- restates text by note making or summarizing.
- examines other sources to clarify meaning (for example, encyclopedia, web site, or expert).
- uses a graphic organizer to clarify meaning of text.
- determines a text's major ideas and how those ideas are supported with details.
- draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations).
- paraphrases and summarizes text to recall, inform, or organize ideas.

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- analyzes ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).
- discusses the meaning and role of point of view in a variety of texts.
- states the author’s purpose and relates it to specific details from the text.
- recognizes persuasive techniques in text.
- develops personal reading preferences through exploring a variety of prose, poetry and nonfiction.
- forms and revises questions for investigations (including but not limited to questions arising from readings).
- uses print and electronic sources to locate books, documents, and articles.
- chooses reference materials appropriate to research purpose.
- organizes and interprets information from a variety of sources for a school or real-world task.
- uses multiple sources to locate information relevant to research questions (including but not limited to electronic texts, experts, print resources).
- separates collected information into useful components using a variety of techniques.
- synthesizes collected information using a matrix or other graphic organizer.
- distinguishes between fact and opinion.
- examines texts for identification of strong versus weak arguments.
- uses resources, such as expert opinion, to check the validity of information obtained from research.
- identifies and examines the influence of personal values on the conclusions an author draws.

*Writing*

- knows a variety of possible prewriting strategies for different writing tasks.
- uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).
- experiments with various prewriting strategies to accommodate individual learning style.
- focuses on a central idea or topic (for example, excluding loosely related, extraneous, and repetitious information).
- uses an appropriate organizational pattern with a beginning, middle, and end and transitional devices.

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- demonstrates a commitment to and an involvement with the subject that engages the reader.
- demonstrates a command of the language including precise word choice and use of appropriate figurative language.
- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
- proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.
- revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
- uses resources such as dictionary and thesaurus to confirm spelling.
- uses conventions of punctuation (including commas, colons, semicolon, quotation marks, apostrophes).
- uses conventions of capitalization (including the names of organizations, nationalities, races, languages, religions).
- uses various parts of speech correctly in written work (including subject/verb agreement, common noun/pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).
- uses a variety of sentence structures (including but not limited to parallel structure).
- uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).
- writes notes, outlines, comments, and observations that reflect comprehension of sixth grade level or higher content from a variety of media.
- logically sequences information using alphabetical, chronological, and numerical systems.
- selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).
- uses electronic technology appropriate to writing tasks to create, revise, retrieve, and verify information (including but not limited to the Internet, databases and software).

*Listening, Viewing, and Speaking*

- follows verbal directions.

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- paraphrases information.
- expands and enhances personal interest through listening.
- listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.
- recognizes verbal and nonverbal cues and responds appropriately.
- stays alert while listening.
- makes eye contact while listening.
- demonstrates appropriate body language while listening.
- asks pertinent questions during activities such as interviews and discussions.
- summarizes main points and supporting details orally and in writing.
- summarizes main concept and lists supporting details in a nonprint message.
- identifies biases, stereotypes, and persuasive techniques in a nonprint message.
- demonstrates nonverbal cues (for example, movement, gestures, facial expressions) to convey a message to an audience.
- evaluates classroom presentations according to volume, stress, pacing, and pronunciation.
- organizes and effectively delivers a speech with a beginning, middle, and end.
- participates in classroom discussions using effective speaking strategies, such as asking questions and making observations.
- participates as a contributor and occasionally acts as a leader in a group discussion.
- identifies the occasion, audience, and purpose for speaking.
- uses appropriate grammar, word choice, and pacing.
- uses language which is clear, audible, and suitable.
- delivers a speech which appropriately addresses the audience.

*Language*

- knows patterns and rules found in the English language (including but not limited to grammar usage, word pronunciation).
- understands ways culture and time period influence a literary work.
- knows when to use formal and informal English based on audience and purpose.

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- explores origin and historical development of words.
- explores changes in sentence patterns over the years.
- identifies slang, both past and present.
- uses words and images that best express intended messages.
- uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).
- recognizes emotional and logical arguments in written, oral, and visual communication.
- understands differences between propaganda and logical reasoning strategies.
- understands ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.
- uses multimedia tools to enhance presentations.
- understands how mass media may enhance or manipulate information.
- understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).

*Literature*

- identifies universal themes in various types of literature.
- describes or illustrates the setting in a literary text.
- explains character development in a literary text.
- creates a graphic organizer that represents the complex elements of a plot in a literary text.
- recognizes and understands elements of author's craft (including but not limited to symbolism, figurative language, flashback, foreshadowing).
- knows the role of point of view in a literary or informational text.
- knows effective word choice, uses of dialect, and sensory or figurative language in poetry.
- understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).
- knows ways line length, punctuation, and rhythm contribute to the overall effect of a poem.
- knows common recurring themes in literature.
- compares and contrasts themes across texts.

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- recognizes the motives for a character’s actions.
- knows the events in the plot related to the central conflict.
- knows the point of view of a literary work and how it affects the story line.
- knows ways cause-and-effect relationships affect the development of a plot.
- selects a key passage that reflects personal convictions.
- explains or demonstrates how phrases, sentences, or passages relate to personal life.
- recognizes that a literary text may elicit a variety of valid responses.
- reads literature by authors from various cultural and historical backgrounds.
- recognizes different literary approaches that are used in the study of literature.
- gains a better understanding of self through the reading of literature.
- reads literature for personal pleasure.
- reads and discusses literature with differing viewpoints to enhance perspective.



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