



6th Grade

Parent Guide for Understanding the English Language Arts Common Core

	Reading: Literature	Reading: Informational Text	Writing	Speaking & Listening	Language
Students will be able to:	<ul style="list-style-type: none"> Cite evidence from the text to support analysis of text both explicitly and inferred. Determine a theme or central idea of a text and how it is conveyed through specific details. Compare and contrast the experience of reading a text and watching or listening to the text. Compare and contrast text in different forms or genres (e.g., stories, poems, etc.) and their approach to similar topics. 	<ul style="list-style-type: none"> Cite evidence from the text to support analysis of text both explicitly and inferred. Determine a central idea of a text and how it is conveyed through specific details. Use information presented in various forms (e.g., text, video, visual) to develop a clear understanding of a topic. Compare and contrast one author’s presentation of a topic to another author’s presentation of that topic. 	<ul style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. Write informative/explanatory text to examine a topic and convey ideas. Write narratives that include relevant descriptive details and well-structured event sequences. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others’ ideas and expressing their own clearly. Find claims supported by reasons and evidence in a speaker’s argument and those claims that are not. Plan and deliver an informative presentation that includes all aspects of effective speaking and includes multimedia components. 	<ul style="list-style-type: none"> Demonstrate the commands and conventions of Standard English grammar when writing or speaking with a focus on pronouns. Demonstrate the commands and conventions of Standard English such as capitalization, punctuation, and spelling when writing. Use a variety of methods to determine the meaning of unfamiliar words.
Schools will support by providing opportunities to:	<ul style="list-style-type: none"> Read and enjoy a variety of text including literature, poetry, and dramas. Read literature closely to determine themes, characters, setting, plot and author’s point of view. Cite textual evidence to support all claims and opinions. 	<ul style="list-style-type: none"> Read and enjoy a variety of informational text. Read informational text closely to determine the main idea, supporting evidence, and author’s point of view. Cite textual evidence to support all claims and opinions. 	<ul style="list-style-type: none"> Produce clear and coherent writing that is appropriate to task, purpose, and audience. Strengthen writing as needed by planning, revising, and editing. Gather information from multiple sources, assess the credibility, and document the resources correctly. Use technology to produce and publish writing. 	<ul style="list-style-type: none"> Have group discussions on read aloud texts or information presented in other formats. Make and support claims and find evidence in a speaker’s claims. Watch and learn how to plan and deliver effective informational speeches uses multimedia resources. 	<ul style="list-style-type: none"> Write and speak using Standard English in a variety of situations and settings with the focus on correct grammar and written conventions. Process unfamiliar words and their potential meanings and learn new strategies to determine these meanings.
Parents can support by providing opportunities to:	<ul style="list-style-type: none"> Read and discuss how a character changes over a series of books or chapters, like Percy Jackson, and then watch the movie and compare and contrast the two versions. Have your child read you a poem like “Harlem” and discuss the central theme of the poem. Then ask for samples from the text to support this idea. 	<ul style="list-style-type: none"> Read, watch, and discuss information about different topics or issues such as deforestation of the Amazon. Discuss how one author or creator presents a topic compared to another author or creator – such as the Gladiators of Ancient Rome. 	<ul style="list-style-type: none"> Read and discuss your child’s writing. Ask questions about how your child made decisions to choose certain words or phrases for their writing. Give feedback about how your child’s writing conveyed meaning or told a story. 	<ul style="list-style-type: none"> Discuss events and topics of conversation using complete sentences. Share an opinion about a topic and use specific claims to support your opinion (e.g., I believe President Obama is effective/not effective because . . .). 	<ul style="list-style-type: none"> Look at written text and ask your student why words are capitalized and why commas or other punctuation are being used. Expose your child to unfamiliar words and help them determine the meaning to build vocabulary.

Sixth Grade Students Will:

- Provide detailed summaries of text
- Determine the theme of a text and how it is conveyed
- Describe how a particular story unfolds and how characters respond to plot developments
- Use a range of reading strategies to determine the meaning of unknown words as they are used in a text
- Compare and contrast various texts, including poems, stories and historical novels
- Understand the figurative and connotative (implied) meaning of words and phrases
- Identify and evaluate specific claims or arguments in a text
- Support written claims or arguments with clear reasons and relevant evidence
- Produce clear and coherent writing appropriate to the task, purpose, and audience
- Participate in class discussions about various texts and topics
- Conduct short research projects to answer a question drawing on several sources

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How Parents Can Support:

- Provide time and space for your child to read. Have him or her read the most interesting or useful sections aloud.
- Visit a library or bookstore and ask for recommendations on good young adult books to read such as *Roll of thunder, Hear my Cry* by Mildred D. Taylor.
- Invite your child to participate in an adult gathering, such as a meal with friends, to practice listening skills and conversation.
- Listen with your child to a television reporter, politician, or other speaker. Ask your child to tell you the speaker's main points. Was the speaker trying to convince the audience of something?
- Use technology to build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently.

Resources:

Sacramento City Unified School District

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including a list of mentor texts for the Standards for English Language Arts Practice

Parent-Teacher Association

<http://achievethecore.org/leadership-tools-common-core/parent-resources/>

- ✓ Parent Guides including grade level specific handouts with simple descriptions of what children should be learning in English Language Arts in each grade.

California Department of Education

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the ELA CCS
- ✓ Handouts for parents on transitioning to CCS
- ✓ Link to *Council of Great City Schools Parent Roadmaps*
- ✓ Links to *Smarter Balanced Assessments*
- www.bookadventure.com
- ✓ *Free online reading resources*
- www.starfall.com
- ✓ *Free online reading resources*

How Things Have Changed:

English Language Arts expectations of students have changed greatly with the adoption of the Common Core Standards. Students will continue to read and write, but in addition to stories and literature, they will read more informational or non-fiction texts that provide facts and background knowledge in areas including science and social studies. They will also read more challenging text and be asked to support their interpretations with evidence from the text. There will also be an increased emphasis on building strong vocabulary so that students can read and understand challenging material.

Previous California Standards Assessment:

Read this sentence from the editorial:

There is just one large lot left to build on, and the theater would use up all of that space.

In this sentence, the word lot means

- A. a great amount.
- B. a complete group.
- C. a section of land.
- D. a result of chance.

Common Core Standards Assessment:

Read these sentences from the text and the directions that follow.

Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework has to reinforce these ideas throughout the week.

Click on two paragraphs from the text that best express what it means to reinforce a skill.

“Students Refer Back to Text Here”