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# Grade 6

## Language Arts Objectives

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*Many of the reading skills in these objectives are refined by students throughout their elementary and middle school years. It is understood that students will apply these reading skills to literary and informational texts at an appropriate level of difficulty for students in this grade generally and for individual students, as necessary.*

### ***The Iñupiaq Oral Tradition***

1. Enjoys learning Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* through the aural/oral method by listening to Elders or other community members (ILF N.C.e.3.4) (ILF N.H.uqu.4.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS D.1) (ACS D.3)
2. Differentiates among the characteristics of the three genres of Iñupiaq storytelling, including the concept of time: *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.1.1) (ILF N.C.s.4.1) (ILF N.H.uqu.1.1) (ACS A.5)
3. Explains the function of Iñupiaq storytelling in the local community (ILF N.C.s.3.2) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)
4. Observes and describes the customary storytelling practices for Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.H.uqu.4.2) (ACS A.3) (ACS A.5) (ACS B.2)
5. Tells or retells Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to a variety of school and community audiences, using storytelling protocols (ILF N.C.s.1.2) (ILF N.H.uqu.4.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)
6. Infers the storyteller's purpose in telling particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.1.1) (ILF N.C.s.3.1) (ACS A.3) (ACS A.5) (ACS A.6)
7. Analyzes the characteristics of particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* for their effects on the audience (ILF N.C.s.4.1) (ILF N.C.s.4.4) (ACS A.3) (ACS A.5)
8. Tells what he or she learns from particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.H.uqu.3.1) (ACS A.3) (ACS A.5) (ACS A.6)
9. Analyzes the characters and their motivations in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to understand Iñupiaq behavior expectations (ILF N.H.uqu.3.4) (ACS A.3) (ACS A.5) (ACS A.6)
10. Relates the experiences of characters or aspects of the setting in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* to his or her own experiences (ILF B.C.s.4.3) (ACS A.3) (ACS A.5) (ACS A.6)
11. Identifies and defines words drawn from the Iñupiaq language in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF B.I.cb.1.1) (ACS A.5)
12. Describes how the Iñupiaq concept of *iñua* is manifested in particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* and explains how it relates to his or her life in each case (ILF N.H.uqu.2.1) (ACS A.3) (ACS A.5) (ACS A.6) (ACS E.1)
13. Uses particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* as models to determine his or her place in the world (ILF N.H.uqu.2.2) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2)

14. Produces a character sketch and storyboard from particular Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* (ILF N.C.s.4.5) (ACS A.3) (ACS A.5)
15. Discusses how Iñupiaq *unipkaat*, *quliaqtuat*, and *uqaluktuat* are relevant today (ILF N.H.uqu.3.3) (ACS A.3) (ACS A.5) (ACS A.6) (ACS B.2) (ACS E.5)

## ***Reading Literature***

1. Enjoys reading a variety of literary texts from a variety of cultures (ACS B.1)
2. Chooses a fiction or poetry book to read at home each week to meet his or her personal reading goals
3. Recommends fiction and poetry books to his or her friends and states the reason for the recommendation
4. Defines a *novel* as a long fictional narrative with a complex plot and multiple themes and characters in which the main character usually develops through a series of experiences; a *short story* as a short piece of fiction with a unity of plot, theme, and character that produces a single effect; a *novella* as a piece of fiction that lies between a novel and a short story both in length and complexity; and *genre* as a style, category, or type of literature (e.g., novel, short story, poem, play/drama, fable)
5. Analyzes significant elements of classic novels or novellas, citing textual evidence to support what the text says explicitly as well as inferences drawn from the text [Classic works are those that have been well regarded across generations, have won literary awards or been recognized by prestigious groups, and/or are commonly alluded to by other writers and in contemporary culture.] (RL.6.1) (RL.6.10)
6. Analyzes significant elements of contemporary novels or novellas representing a variety of cultures, citing textual evidence to support what the text says explicitly as well as inferences drawn from the text [Contemporary works are those that are well regarded for this generation of students, have won literary awards or been recognized by prestigious groups, and/or have memorable themes or characters.] (ACS B.1) (RL.6.1) (RL.6.10)
7. Analyzes significant elements of classic and contemporary short stories representing a variety of cultures, citing textual evidence to support what the text says explicitly as well as inferences drawn from the text (ACS B.1) (RL.6.1) (RL.6.10)
8. Analyzes significant elements of classic and contemporary poems from a variety of cultures, citing textual evidence to support what the text says explicitly as well as inferences drawn from the text (ACS B.1) (RL.6.1) (RL.6.10)
9. Analyzes significant elements of classic and contemporary plays from a variety of cultures, viewed as live, filmed, or recorded performances (ACS B.1) (RL.6.1)
10. Analyzes significant elements of fables and folk tales from a variety of cultures (e.g., African, Asian, Southwest Native American), citing textual evidence to support what the text says explicitly as well as inferences drawn from the text (ACS B.1) (RL.6.1) (RL.6.10)
11. Quotes accurately from a literary text and paraphrases, as appropriate, when using text details to support analysis of the text
12. Identifies the characteristics of *science fiction* and explains what makes a particular novel, novella, or short story science fiction
13. Summarizes or restates the sequence of events in the plot of a particular novel, novella, short story, poem, play, folk tale, or fable (RL.6.2)

14. Describes how the plot of a particular novel, novella, short story, poem, play, folk tale, or fable unfolds in a series of episodes, including identifying the conflict, *climax*, and *resolution* as well as any use of foreshadowing (RL.6.3)
15. Distinguishes among the various types of external and internal conflicts and identifies the type(s) of conflict found in particular literary texts: person vs. person, person vs. self, person vs. society, person vs. nature, person vs. the supernatural, and person vs. technology
16. Describes how characters in a particular novel, novella, short story, poem, play, folk tale, or fable respond and change as the plot advances and how the relationships among major and/or minor characters change or stay the same (RL.6.3)
17. Analyzes the personality traits, motives, feelings, and actions of characters in a particular novel, novella, short story, poem, play, folk tale, or fable and how the author informs the reader about a character (e.g., through the character's physical description, the character's own words, the words of the author about the character, the reactions of other characters) (RL.6.3)
18. Analyzes the importance of the setting to a particular novel, novella, short story, poem, play, folk tale, or fable
19. Determines the theme or central idea of a particular novel, novella, short story, poem, play, folk tale, or fable, using details and evidence from the text as support (RL.6.2)
20. Defines the *mood* (or *moods*) of a literary text as the overall kind of feeling that the reader gets from the text, as created by the words of the author, and identifies the mood or moods of a particular novel, novella, short story, poem, play, folk tale, or fable (e.g., joyful, angry, humorous, peaceful, gloomy)
21. Identifies the way that the author creates the mood (or moods) of a particular novel, novella, short story, poem, play, folk tale, or fable (e.g., by descriptive language, the characters' words or actions, the setting, the events in the plot)
22. Analyzes the overall structure of a literary text, explaining how a particular sentence, chapter, scene, or stanza fits into the overall work and how it contributes to the development of the characters, theme, setting, or plot (RL.6.5)
23. Identifies the point of view of a particular novel, novella, or short story as first person, second person, third person limited, or third person omniscient and explains how the author develops that point of view, including by using a narrator (RL.6.6)
24. Defines vocabulary words and phrases, including in dialect, in the context of a particular novel, novella, short story, poem, play, folk tale, or fable (RL.6.4)
25. Determines the meaning of imagery, figurative language (including alliteration, onomatopoeia, similes, metaphors, hyperbole, and personification), and connotative language in a particular novel, novella, short story, poem, play, folk tale, or fable (RL.6.4) (L.6.5a)
26. Describes the writing style used by the author of a particular novel, novella, or short story (e.g., word choice, use of dialect, complexity of sentence structure and punctuation) (RL.6.4)
27. Analyzes the effectiveness of the setting, character development, theme, point of view, and writing style in a particular novel, novella, short story, poem, play, folk tale, or fable and supports his or her opinions with references to the text (RL.6.1) (RL.6.2) (RL.6.4)
28. Defines *narrative poetry* as telling a story and *lyric poetry* as expressing the emotions or thoughts of the speaker
29. Identifies given poems as narrative (including ballads) or lyric (including identifying the speaker) and identifies any *refrain*

30. Determines how the speaker in a poem reflects upon the topic or theme of the poem
31. Identifies the rhyme scheme of a poem
32. Identifies the rhythm (stressed and unstressed syllables) in lines of a poem by speaking the lines orally
33. Identifies the rhyme and rhythm of song lyrics and discusses their meaning
34. Identifies the playwright's purpose in a particular play (e.g., to entertain, to influence) (RL.6.6)
35. Analyzes how costumes, sets, props, lighting, and music contribute to the effectiveness of a particular play
36. Compares and contrasts the experience of reading a novel, novella, or short story to viewing a video version of the text, including contrasting what he or she "sees" or "hears" while reading the text to the actual video/film version (RL.6.7)
37. Compares and contrasts the experience of reading excerpts from a play to viewing a video or live version of the play (RL.6.7)
38. Compares and contrasts the experience of reading a poem to listening to an audio version of the poem, including contrasting what he or she "sees" or "hears" while reading the text to the audio version (RL.6.7)
39. Compares and contrasts texts in different genres or subgenres (e.g., short stories and poems, historical fiction and science fiction) on their approaches to similar themes (RL.6.9)
40. Compares and contrasts two coming-of-age stories, one from the Iñupiaq culture and one from another culture, for personal and cultural insights (ILF N.C.s.4.3) (ACS A.3) (ACS B.1)
41. Relates the experiences of characters, the conflict, or the theme in a particular novel, novella, short story, or play to his or her own experiences
42. Analyzes the impact of the historical period, culture, or personal experiences of various authors and poets from diverse cultures on their writing (ACS B.1)
43. Reacts to a critical review of a novel or novella that he or she has read or a play that he or she has seen, citing points of agreement and disagreement with the review's author
44. Names several authors and several poets from diverse cultures whose work he or she enjoys and tells why (ACS B.1)
45. Reads at least two appropriately challenging novels or novellas from the NSBSD Summer Reading List during the summer after sixth grade (RL.6.10)

## ***Reading Informational Texts***

1. Enjoys reading a variety of types of informational texts (e.g., interviews, biographies, newspaper articles, essays) from a variety of cultures (ACS B.1)
2. Chooses a nonfiction book to read at home each week to meet his or her personal reading goals
3. Recommends nonfiction books to his or her friends and states the reason for the recommendation
4. Reads on-level informational texts (including history/social studies, science, and technical texts; biographies and autobiographies; newspaper and magazine news stories and feature articles; and essays) appropriate for sixth graders (RIT.6.10)
5. Analyzes and appreciates biographies and autobiographies of Elders, community leaders, and other Native Alaskans and relates life lessons learned from them to his or her life (ILF N.C.e.2.2) (ACS D.4)

6. Analyzes significant elements of a variety of informational texts (including history/social studies, science, and technical texts; biographies and autobiographies; newspaper and magazine news stories and feature articles; and essays), citing textual evidence to support what the text says explicitly as well as inferences drawn from the text (RIT.6.1) (RIT.6.10)
7. Quotes accurately from informational texts and paraphrases, as appropriate, when using text details to support analysis of the text
8. Determines the stated or implied main idea (central idea) and subtopics in a particular informational text and explains how they are conveyed through specific details (RIT.6.2)
9. Summarizes or paraphrases the central idea, events, or procedures in a particular informational text, including in correct sequence when appropriate (RIT.6.2)
10. Analyzes in detail how a key individual, event, or idea in a particular informational text is introduced, illustrated, and elaborated on (e.g., through examples, anecdotes) (RIT.6.3)
11. Analyzes the overall structure of a particular informational text (e.g., sequence, cause and effect, problem and solution, comparison and contrast) and explains how a particular sentence, paragraph, chapter, or section fits into the overall work and contributes to the development of the ideas (RIT.6.5)
12. Compares and contrasts the organization of similar types of informational texts (e.g., textbook chapters, news articles, newspaper editorials)
13. Determines the author's purpose in a particular informational text (e.g., to inform, persuade, entertain, critique) (RIT.6.6)
14. Explains how the author's point of view is conveyed in a particular informational text and how that point of view influences the content being presented (RIT.6.6)
15. Determines the meaning of words and phrases as they are used in a particular informational text, including figurative, connotative, and technical meanings (RIT.6.4) (L.6.5a)
16. Describes the writing style used by the author of a particular informational text (e.g., word choice, point of view, complexity of sentence structure and punctuation)
17. Analyzes the effectiveness of the elements of a particular informational text (e.g., the presentation of the main idea, the use of supporting evidence, the choice of the point of view, the writing style) and supports his or her opinions with references to the text
18. Traces and evaluates the argument and the specific claims in a particular informational text and distinguishes claims that are supported by reasons and evidence from claims that are not (RIT.6.8)
19. Distinguishes between facts and opinions in a variety of present and past informational texts on controversial issues (e.g., political speeches, descriptions of historical events)
20. Compares and contrasts two authors' presentations of the same subject (e.g., an autobiographical memoir and a biography of the same person, two reporters' opinion pieces on the same issue or person) (RIT.6.9)
21. Relates the topic, issue, or author's purpose and opinions in a particular informational text to his or her own experiences
22. Analyzes the impact of the historical period, culture, or personal experiences of various nonfiction authors from diverse cultures on their writing (ACS B.1)
23. Reads at least two appropriately challenging nonfiction books from the NSBSD Summer Reading List during the summer after sixth grade (RIT.6.10)

## Word Analysis

1. Uses his or her knowledge of phonics, syllable patterns, and word structure (e.g., roots, prefixes, and suffixes) to read and determine the meaning of unfamiliar multisyllabic words in and out of context (L.6.4a) (L.6.4b)
2. Determines the meaning of and spells English words with the prefixes *en*, *equi*, *extra*, *il/im/in/ir*, *macro*, *magni*, *micro*, *super*, and *ultra* (L.6.2b) (L.6.4a) (L.6.4b)
3. Determines the meaning of and spells English words with the suffixes *an/ian*, *eer/ier/yer*, *fication*, *fy*, *ism*, *ize*, *ization*, *ologist*, *ology*, *ty*, and *ward* (L.6.2b) (L.6.4a) (L.6.4b)
4. Identifies suffixes that change English words into adjectives (e.g., *ful*, *ish*, *ous*, *ic*), nouns (e.g., *ship*, *ment*, *tion*, *hood*), and verbs (e.g., *ize*, *fy*) (L.6.4a) (L.6.4b)
5. Uses common grade-appropriate Greek and Latin roots, prefixes, and suffixes as clues to the meaning of a word (e.g., *audi-* in *audience*, *auditory*, and *audible*) (L.6.4a) (L.6.4b)
6. Pronounces words according to primary and secondary accent marks (e.g., *con'sti tu'tion*)
7. Uses a hyphen in spelling compound hyphenated words (e.g., *grown-up*)
8. Spells a wide range of grade-level words, including commonly misspelled and commonly confused words, in his or her writing (L.6.2b)
9. Spells academic and technical words related to content being learned in other subject fields (L.6.2b)

## Vocabulary

1. Uses with confidence grade-level academic and technical words and phrases related to grade-level content topics in his or her speaking and writing (L.6.6)
2. Uses his or her knowledge of language structure (e.g., word order, grammar, the word's position or function in a sentence) and context (i.e., the overall meaning of the sentence or paragraph) to determine the meaning of unfamiliar words in context (L.6.4a)
3. Identifies and uses synonyms for grade-level words in his or her speaking and writing
4. Identifies and uses antonyms for grade-level words in his or her speaking and writing
5. Uses and spells grade-level homophones (words that sound the same and are spelled differently) in sentences (e.g., *rain/reign/rein*, *yoke/yolk*, *colonel/kernel*) (L.6.2b)
6. Uses grade-level homographs (words that are spelled the same and that may or may not have different pronunciations) in sentences (e.g., *graduate*, *lead*, *legend*, *brush*)
7. Distinguishes between commonly confused pairs of words: *loose/lose*, *accept/except*, *affect/effect*, and *between/among*
8. Recognizes that some words have both a *denotation* (the literal meaning) and a *connotation* (the meaning that includes the positive or negative emotions or associations suggested by the word) (e.g., *inexpensive* and *cheap*, *talkative* and *chatty*, *house* and *home*) (L.6.5c)
9. Distinguishes among the connotations of words that have a similar denotation (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*) (L.6.5c)

10. Completes analogies when words have the relationship of tool to user (e.g., *rake* is to *gardener* as *baton* is to *conductor*)
11. Completes analogies when words have the relationship of action to object (e.g., *toss* is to *salad* as *whip* is to *cream*)
12. Completes analogies when words have the relationship of cause to effect (e.g., *heat* is to *boil* as *fertilize* is to *grow*)
13. Completes analogies when words have the relationship of object to characteristic (e.g., *ballerina* is to *graceful* as *matador* is to *daring*)
14. Uses the relationships between particular words to understand their meanings better (e.g., cause/effect, part/whole, item/category) (L.6.5b)
15. Defines five new English vocabulary words each week and uses them in his or her speaking and writing
16. Defines one new Iñupiaq vocabulary word each week and uses it in his or her speaking (B.I.cb.1.1) (ACS A.5)
17. Demonstrates his or her knowledge of Iñupiaq vocabulary by regularly talking with Elders (ILF N.C.e.1.1) (ILF N.C.e.3.4) (ILF B.I.cb.1.1) (ACS A.5) (ACS D.1) (ACS D.3)
18. Identifies the Iñupiaq words for all of the rooms and communal spaces in the school (B.I.cb.1.1) (ACS A.5)

## ***Writing Process***

1. Develops and strengthens his or her writing by planning first and subsequent drafts, with adult and peer guidance and support (W.6.5)
2. Chooses prewriting techniques that work best for him or her and for the particular assignment (e.g., creating graphic organizers, listing key thoughts, brainstorming, outlining, keeping a journal of ideas) (W.6.5)
3. Believes that it is important to use a prewriting technique that works for him or her
4. Uses figurative and connotative language, when effective, in his or her writing
5. Varies sentence patterns in his or her writing to produce clearer meaning, heightened reader interest, and a more effective style (L.6.3a)
6. Establishes and maintains a formal and consistent style when writing narrative, argumentative, informative, or explanatory texts (L.6.3b) (W.6.1d) (W.6.2e)
7. Narrows a topic appropriately for a long piece of writing
8. Remains on a topic in a long piece of writing and revises his or her writing to eliminate content that is not on topic
9. Responds effectively to editing and revising suggestions from peers and adults about his or her first drafts, with adult and peer guidance and support (W.6.5)
10. Edits and revises his or her first and subsequent drafts for content, for word choice, for sentence structure, and for logical organization of sentences within paragraphs and paragraphs within the document (e.g., chronological, spatial, cause–effect), including adding, deleting, and rearranging content, with adult and peer guidance and support (W.6.5)
11. Edits and revises his or her first and subsequent drafts to address the purpose and the audience more effectively, with adult and peer guidance and support (W.6.5)
12. Proofreads and edits his or her first and subsequent drafts for mechanics (punctuation, capitalization, grammar, and spelling), with adult and peer guidance and support (W.6.5)

13. Tries a new approach to a piece of writing when he or she sees that it would be more effective and efficient than continuing to rewrite it (W.6.5)
14. Produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (W.6.4)
15. Writes routinely to a range of discipline-specific tasks, purposes, and audiences over a short time frame of a single sitting or a day or two (W.6.10)
16. Writes routinely to a range of discipline-specific tasks, purposes, and audiences over an extended time frame of several weeks, including time for research, reflection, and revision (W.6.10)
17. Participates constructively in discussions and analyses of his or her writing with peers and adults at various stages in the writing process

## ***Writing Products***

1. Writes a cohesive and effective paragraph, with a topic sentence, supporting details arranged in a logical order, and a concluding sentence, as appropriate
2. Writes several cohesive and effective paragraphs, with precise transitional words and phrases between sentences and with effective opening and concluding sentences, in response to a variety of prompts on topics from a variety of subject fields
3. Writes arguments to support claims related to nonfiction topics: introduces claim(s) and organizes the reasons and evidence clearly; supports claim(s) with clear reasons and accurate, relevant evidence, using credible sources; uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons; and provides a concluding statement or section that follows from the argument presented (W.6.1a) (W.6.1b) (W.6.1c) (W.6.1e)
4. Writes arguments to support claims related to literary texts read: introduces claim(s) and organizes the reasons and evidence clearly; supports claim(s) with clear reasons and accurate, relevant evidence, using credible sources; uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons; and provides a concluding statement or section that follows from the argument presented (W.6.1a) (W.6.1b) (W.6.1c) (W.6.1e)
5. Writes informative or explanatory texts to examine a topic, to convey ideas and information, or to provide a research-based answer to a question: introduces a topic; organizes ideas and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia, when appropriate; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to clarify the relationships among ideas; uses precise language and domain-specific vocabulary to inform about or explain the topic; and provides a concluding statement or section that follows from the information and explanation presented (W.6.2a) (W.6.2b) (W.6.2c) (W.6.2d) (W.6.2f)
6. Writes narrative texts that develop real or imagined experiences or events: engages and orients the reader by establishing a context and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to



another; uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and provides a conclusion that follows from the narrated experiences or events (W.6.3a) (W.6.3b) (W.6.3c) (W.6.3d) (W.6.3e)

7. Writes an editorial for a class newspaper or a letter to the editor of a school newspaper, using persuasive writing techniques and facts as evidence (W.6.1)
8. Writes a book review, including critical analyses of the fictional elements of the book
9. Writes a rhymed or unrhymed poem about the value and importance of the Iñupiaq history, language, and/or culture to American culture (ILF N.H.mh.1.1) (ACS A.5)
10. Writes business letters, using proper form, capitalization, and punctuation

## ***Punctuation and Capitalization***

1. Applies his or her knowledge from the elementary grades of the use of periods, question marks, and exclamation points as end punctuation for sentences in his or her own writing
2. Applies his or her knowledge from the elementary grades of the use of commas to his or her own writing: between the date and the year; between single words in a series; after the greeting and closing of a friendly letter; between a city and state; between a city and country; before a coordinating conjunction in a compound sentence; after an interjection, when appropriate; before and/or after a name in direct address; before a tag question; after an introductory word, phrase, or clause in a sentence; before and after appositives; and after the closing in a business letter
3. Applies his or her knowledge from the elementary grades of the use of semicolons to his or her own writing: to join two complete sentences and to separate items in a series when there are already commas within items
4. Applies his or her knowledge from the elementary grades of the use of colons to his or her own writing: after a complete sentence to introduce a list of items and after the greeting of a business letter
5. Applies his or her knowledge from the elementary grades of the use of underlining, italics, and quotation marks to set off titles of literary, musical, and television/film works to his or her own writing
6. Applies his or her knowledge from the elementary grades of punctuating and capitalizing dialogue, conversation, and direct quotations of people's words to his or her own writing
7. Differentiates between restrictive and nonrestrictive clauses and uses commas to set off nonrestrictive clauses in sentences (e.g., Restrictive: *The students who were late to class missed the beginning of the test.* Nonrestrictive: *The students, who were best friends, went sledding last weekend.*) (L.6.2a)
8. Uses a *dash* or pair of dashes to set off an explanation in a sentence (L.6.2a)
9. Uses *parentheses* to set off explanatory or supplementary words within sentences (L.6.2a)
10. Uses parentheses to set off explanatory or supplementary sentences within paragraphs (L.6.2a)
11. Compares and contrasts the use of punctuation marks in English and in Iñupiaq (ILF B.I.cb.1.1) (ACS A.5)
12. Applies his or her knowledge from the elementary grades of capitalization to his or her own writing: the first letter of the first word in a sentence; the personal pronoun

I; proper names of people and pets; names of and abbreviations for the days of the week and the months of the year; names of streets, villages, towns, cities, states, countries, and continents; names of holidays; proper names of products; the first letter of the first word in each line of traditional poems; initials in people's names; abbreviations for titles and for streets; the greeting and the first word of the closing of friendly and business letters; the first, last, and all other important words in the titles of literary, musical, and television/film works; names of special events, historical events, and organizations; proper names of geographical features; proper names of buildings, schools, and colleges; and the first letter of the first word in a direct quotation

13. Identifies the similarities in capitalization in English and in Iñupiaq as well as the differences (e.g., capitalizing Iñupiaq terms of endearment, such as *Aññaan* for *dear cross-cousin* and *Ilisaurriiŋ* for *dear teacher*) (ILF B.I.cb.1.1) (ACS A.5)
14. Capitalizes the words for directions when they are used to name a specific region (e.g., the Northwest, the South)
15. Capitalizes the names of languages as school subjects (e.g., Spanish), but not the names of other subjects (e.g., mathematics), unless referring to a specific course (e.g., Algebra I)
16. Capitalizes *Mother*, *Father*, *Grandmother*, and *Grandfather* when they substitute for the person's name, but not when they are preceded by a possessive adjective (e.g., *I gave Father the tickets. He gave them to my mother.*)
17. Capitalizes adjectives derived from proper nouns (e.g., Italian leather, Canadian bacon)
18. Capitalizes titles of respect (e.g., military, governmental, religious) when followed by the person's name (e.g., General Washington, Senator Kennedy, Reverend King)
19. Puts a period after titles of respect (e.g., military, governmental, religious) when they are abbreviated (e.g., Gen. Washington, Sen. Kennedy, Rev. King)

## Grammar

1. Distinguishes among and uses subject, object, and possessive pronouns (i.e., pronouns in the subjective, objective, and possessive cases), as appropriate, in his or her speaking and writing (L.6.1a)
2. Identifies and uses intensive pronouns (i.e., *myself*, *yourself*, *herself*, *himself*, *itself*, *ourselves*, *yourselves*, *themselves*), as appropriate, in his or her speaking and writing (L.6.1b)
3. Identifies and uses *reflexive pronouns* (i.e., *myself*, *yourself*, *herself*, *himself*, *itself*, *ourselves*, *yourselves*, *themselves*—the same as intensive pronouns), as appropriate, in his or her speaking and writing
4. Recognizes and corrects vague pronouns with unclear or ambiguous antecedents in his or her speaking and writing (L.6.1d) (e.g., *Susan wanted to take her sister to Lizzie's party, but Susan wasn't sure if she would have a good time. Does "she" refer to Susan, to her sister, or to Lizzie?*)
5. Recognizes and corrects inappropriate and accidental shifts in pronoun number and person in his or her speaking and writing (L.6.1c)
6. Maintains subject–verb agreement (including when there is a phrase between the subject and the verb and including when the subject is a singular or plural indefinite pronoun) and maintains consistent verb tense in his or her speaking and writing

7. Recognizes variations from standard English in his or her own and others' writing and speaking (L.6.1e)
8. Identifies and uses strategies for improving his or her writing and speaking in standard English (L.6.1e)
9. Identifies all parts of speech in particular sentences: nouns, pronouns, verbs, adjectives, adverbs, articles, prepositions, conjunctions, and interjections
10. Uses comparative and superlative adjectives and adverbs precisely in his or her writing
11. Identifies the present, past, future, and perfect verb tenses (first, second, and third person singular and plural) and uses them in his or her speaking and writing
12. Recognizes that both the English and the Iñupiaq languages have *transitive verbs* (verbs that take a direct object) and *intransitive verbs* (verbs that do not take a direct object) (ILF B.I.cb.1.1) (ACS A.5)
13. Identifies and uses *transitive verbs* (verbs that take a direct object) and *intransitive verbs* (verbs that do not take a direct object) in his or her speaking and writing
14. Identifies *independent clauses* and *dependent clauses* in sentences
15. Combines independent clauses into compound sentences, using the most precise coordinate conjunction to combine the clauses
16. Combines independent clauses and dependent clauses into complex sentences, using the most precise subordinate conjunction to combine the clauses
17. Places correlative conjunctions (*either...or*, *neither...nor*, *both...and*, *whether...or*, and *not only...but also*) correctly in sentences in his or her writing
18. Identifies the stated or implied subject and predicate of declarative, interrogative, exclamatory, and imperative sentences
19. Combines several sentences or sentence parts into one sentence in the most effective and efficient manner
20. Eliminates purposeless sentence fragments and run-on sentences routinely in his or her writing
21. Varies sentence patterns in his or her writing and speaking to produce clearer meaning, heightened reader/listener interest, and a more effective style (L.6.3a)

## ***Speaking and Listening***

1. Participates effectively in collaborative discussions with diverse partners in pairs and in small groups about grade-level topics and texts, building on others' ideas and expressing his or her own clearly (SL.6.1)
2. Participates effectively in collaborative discussions in large groups of peers, with and without teacher leadership, about grade-level topics and texts, building on others' ideas and expressing his or her own clearly (SL.6.1)
3. Comes to discussions prepared, having read or studied required material, and explicitly draws on that preparation by referring to evidence about the topic, text, or issue to probe and reflect on ideas under discussion (SL.6.1a)
4. Follows agreed-upon rules (e.g., takes turns, respects diverse viewpoints) created by the teacher and the class for collegial discussions (SL.6.1b)
5. Sets specific goals and deadlines for collegial discussions and defines and carries out assigned roles (e.g., as in working on a group project) (SL.6.1b)
6. Poses and responds to specific questions by making elaborating and detailed comments that contribute to the topic, text, or issue under discussion (SL.6.1c)

7. Reviews key ideas expressed in discussions and demonstrates understanding of multiple perspectives by reflecting on and paraphrasing those perspectives (SL.6.1d)
8. Interprets and integrates *qualitative* and *quantitative* information found in different auditory and visual media (including podcasts, newspapers, and television) to develop a coherent understanding of a topic, text, or issue under study (RIT.6.7) (SL.6.2)
9. Summarizes a speaker's argument and identifies which of the speaker's specific claims are supported by reasons and evidence and which are not (SL.6.3)
10. Presents a written research report about an author orally, sequencing claims and findings logically and using appropriate facts and relevant, descriptive details to support the main idea or theme (SL.6.4)
11. Presents a written persuasive speech, sequencing claims and findings logically and using appropriate facts and relevant, descriptive details to support the main idea or theme (SL.6.4)
12. Uses appropriate eye contact, appropriate volume and rate, correct pronunciation, clear enunciation, appropriate gestures and facial expressions, and good posture when presenting orally (SL.6.4)
13. Varies the volume and rate of an oral presentation to emphasize certain points and to heighten the interest of the audience
14. Includes multimedia components (e.g., graphics, images, music, sound) and visual displays (e.g., posters) in oral presentations to clarify information and enhance the presentation (SL.6.5)
15. Adapts his or her speaking style and vocabulary to a variety of formal and informal tasks and audiences, including using formal English when appropriate (SL.6.6)
16. Reads aloud grade-level fiction and nonfiction texts from a variety of cultures, with fluency, accuracy, appropriate rate, and expression (ACS B.1)
17. Gives an extemporaneous talk on an appropriate grade-level topic or text
18. Recites well-known multiple-stanza rhymed and unrhymed poems from memory, fluently, distinctly, and expressively, including with attention to imagery and figurative language
19. Presents an oral dramatic interpretation of a story or scene from a play from memory, fluently, distinctly, and expressively
20. Identifies the verbal and nonverbal persuasive techniques used by a guest or filmed speaker (e.g., raising his or her voice, giving examples to support opinions)
21. Evaluates the effectiveness of a guest or filmed speaker, using a rubric developed by the teacher and class
22. Interviews a credible informant as part of a research project and records the results for later use (by electronic means or in notes)
23. Speaks and listens courteously to adults in the community during formal and informal situations (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.3)
24. Listens to *quliaqtuat* told by Elders or other community members and applies life lessons learned from them to his or her own life (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.1) (ACS D.3)
25. Interacts respectfully with Elders or other community members individually, in small groups, and in large groups (ILF N.C.e.1.2) (ILF N.C.e.3.4) (ACS D.1) (ACS D.3)

26. Poses new questions about the origins of various languages that are shown and not shown on the Family Tree of Language Relationships (Alaska Native Language Center, University of Alaska Fairbanks) (ILF N.H.nsh.1.1) (ACS A.5)
27. Explores the purpose behind the practice of *mitaagniq* (the telling of joking stories) in the Iñupiaq culture (ILF N.E.mh.3.7) (ACS A.3) (ACS A.5)

## ***Research and Study Skills***

1. Conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate (W.6.7)
2. Gathers relevant information on a topic from multiple print and digital sources and from experts and assesses the credibility of each source (ILF N.E.t.4.2) (ACS B.4) (W.6.8)
3. Draws evidence from literary texts to support his or her analysis, reflection, and research on a literary-related topic (W.6.9a)
4. Draws evidence from informational texts to support his or her analysis, reflection, and research on a nonfiction-related topic (W.6.9b)
5. Takes notes from primary and secondary print and digital sources and from experts (ILF N.E.t.4.2) (ACS B.4)
6. Discusses the penalties and consequences of plagiarism in his or her school (W.6.8)
7. Quotes or paraphrases findings and conclusions from primary and secondary print and digital sources while avoiding plagiarism (W.6.8)
8. Provides a simple bibliography for print and digital sources and experts used in researching a topic (W.6.8)
9. Believes it is important to cite the work of others when drawing on or quoting from a published work
10. Believes it is important to cite the work of others when that work is not in print, such as acknowledging from whom a traditional Iñupiaq story was heard (ILF B.C.s.1.2) (ACS A.6)
11. Consults print and digital English and Iñupiaq dictionaries, as needed, to find the pronunciation of a word, to check syllabication, to identify all possible spellings and parts of speech of a word, or to find different forms of a word (e.g., the adjective form, the adverb form) (ILF B.I.cb.1.1) (ACS A.5) (L.6.4c) (L.6.6)
12. Consults print and digital thesauruses, glossaries, and English and Iñupiaq dictionaries to clarify the precise meaning of words and phrases, to verify his or her preliminary determination of the meaning of a word or phrase, or to choose a more interesting or more precise word to use in his or her writing (ILF B.I.cb.1.1) (ACS A.5) (L.6.4c) (L.6.4d) (L.6.6)
13. Consults print and digital English dictionaries to find the origin of a word
14. Has the habit of looking up words in a print or digital English or Iñupiaq dictionary whenever he or she is unsure of the spelling or pronunciation (ILF B.I.cb.1.1) (ACS A.5) (L.6.4c) (L.6.6)
15. Monitors his or her own reading comprehension and self-corrects using a variety of strategies, including rereading sentences and paragraphs and using text organizers (e.g., section headings), as needed
16. Identifies a variety of strategies for taking notes on presentations made by guest speakers and by teachers in class
17. Skims texts in a variety of subject fields to find specific information

18. Uses four-level outlines (i.e., I.—A.—1.—a.) in planning his or her research project write-ups and other written pieces
19. Explains what a *copyright* protects
20. Differentiates between the copyright date and the publication date and locates both in a book
21. Follows multi-step written directions, including directions for completing an assignment or project that includes a rubric, appropriate for sixth graders
22. Develops as a class an evaluation checklist to use in judging the work of peer group members on group projects, with adult support
23. Uses technology, including the Internet, to produce, edit, and publish his or her writing (N.E.t.4.3) (ACS B.4) (W.6.6)
24. Uses technology, including the Internet ([www.qargi.com](http://www.qargi.com)), to collaborate with others and to locate information on a topic (N.E.t.4.2) (N.E.t.4.3) (ACS B.4) (W.6.6)
25. Uses his or her keyboarding skills to type his or her own written pieces from one to five pages in length (N.E.t.4.3) (ACS B.4) (W.6.6)
26. Locates information in the school and local community libraries, using the local Follett computerized catalogue