



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 6
***Writer's Choice: Grammar and Composition Grade 6* © 2005**

OBJECTIVES	PAGE REFERENCES
Reading Goals and Indicators Sixth Grade Reading	
Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.	
Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.	
6.R.1.1 Students are able to use context to understand words with multiple meanings.	SE: 544-545
6.R.1.2. Students are able to use direct and implied meaning to understand text. To meet this standard students may:	SE: 14 TWE: ARS 29, 32, 33, 83, 86, 135, 212, 243, 245
<ul style="list-style-type: none"> • self-monitor and self-correct to understand text; • use prior knowledge and connections to understand new information; 	SE: 34 (1), 87 (1), 140 (1), 166, 178 (1), 214 (1), 636 TWE: MA 28, 172 ARS 175
<ul style="list-style-type: none"> • identify main idea and supporting details; 	SE: 41, 147, 202-204, 221, 227, 574-575 <i>Write a Book Report</i> 205 TWE: CT 97 Te 223, 227 TW 244
<ul style="list-style-type: none"> • ask questions before, during, and after reading to comprehend text. 	SE: 574 <i>Using Computers</i> 167 <i>Exercise 6</i> 657 TWE: ARS 29, 211, 212
Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.	
6.R.2.1 Students are able to use the text structures and patterns in various literary texts to create meaning.	SE: 39, 87 (4), 191-192, 196, 214 (3), 684, 690 TWE: MIN 52 TW 211, 212
<i>To meet this standard students may:</i>	
<ul style="list-style-type: none"> • use structural elements of fiction, informational text, drama, and poetry to extend meaning (for example: chronology—beginning, middle, end, flashback; plot structure—exposition, rising action, climax, falling action, resolution; poetry structure—stanzas, rhythm, rhyme, line length; other structures—cause/effect, problem/solution, comparison/contrast, description); 	

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<ul style="list-style-type: none"> describe how meaning is conveyed in poetry through word choice, repetition, and sensory words. 	SE: 22
<p>6.R.2.2 Students are able to describe types of figurative language. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> explain how figurative language clarifies meaning of text (for example: simile, personification, and metaphor). 	SE: 140, 178 (3) TWE: Te 108, 124 TW 138, 176, 177 CT 172
Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.	
<p>6.R.3.1 Students are able to explain how literature can be used to better understand other time periods and events. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> describe how some ancient cultures used myths and legends to explain natural phenomena (for example: Egyptian, Roman, Greek). 	SE: 246 TWE: CC 21, 133, 246 CAC 39
Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.	
<p>6.R.4.1 Students are able to use reference sources to retrieve information. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use both print and electronic search strategies to find information. 	SE: 198-199, 534-535, 536-537, 538, 539-540, 649-650, 656-657 <i>Vocabulary Tip 112</i> TWE: EE 652
<p>6.R.4.2 Students are able to compare and contrast information on one topic contained in several sources.</p>	SE: 636, 651 TWE: Te 166 EE 637
<p>6.R.4.3 Students are able to determine the quality of material in informational texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> distinguish fact from opinion; 	SE: 230-232, 619 TWE: C 232 Te 618 RWC 643 MIN 653
<ul style="list-style-type: none"> determine credibility of various sources (for example: <i>National Inquirer</i> vs. <i>USA Today</i>). 	SE: 635, 651, 685-686
Goals and Indicators Writing Standards Sixth Grade Writing	
Goal 1: Students will write effectively for different audiences and specific purposes.	
Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.	
<p>6.W.1.1 Students are able to create narrative and descriptive texts of more than one paragraph. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use specific details and examples to convey meaning (for example: show not tell, sensory details); 	SE: 122-124, 126-128, 130-133, 148-150, 168-171 <i>Write a Description 117</i> <i>Describe a Place 125</i> <i>Writing Activities 129</i> <i>Write About the Past 151</i> <i>Write a Narrative 155, 163</i>

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<ul style="list-style-type: none"> use specific nouns and active verbs. 	SE: 106-108, 333-334 <i>Writing Tip</i> 98 <i>Using Computers</i> 125 <i>Editing/Proofreading Checklist</i> 133, 209 <i>Write About Reading</i> 178 <i>Writing Application</i> 331, 359 TWE: EL 98
<p>6.W.1.2 Students are able to use an organizational pattern that includes an effective introduction, body, and conclusion. To meet this standard students may:</p> <ul style="list-style-type: none"> recognize a variety of ways to introduce a piece of writing (for example: dialogue, unusual fact, question); 	SE: 55, 56, 149, 169, 170, 200, 293, 681 <i>Write a Draft</i> 57
<ul style="list-style-type: none"> recognize ways to effectively conclude a piece of writing (for example: circular ending, thought-provoking ending). 	SE: 162, 200, 293, 681
<p>6.W.1.3 Students are able to use the appropriate form of writing to address purpose and audience. To meet this standard students may:</p> <ul style="list-style-type: none"> recognize a variety of purposes for writing (for example: journals, poems, reader response, autobiographical writing). 	SE: 24-25, 50, 78-79, 130-131, 149-150, 168-169, 206-207, 222-224, 238-239 <i>Writing Activities</i> 233
Indicator 2: Students are able to use various strategies and techniques to improve writing quality.	
<p>6.W.2.1 Students are able to model a range of strategies authors use in narration and description. To meet this standard students may:</p> <ul style="list-style-type: none"> record personal ideas, observations, and experiences (for example: personal writing journal, portfolio); 	SE: 8-10, 12-14, 16-18, 20-22, 24-27 <i>Writing Activities</i> 11, 15, 19, 23 <i>Journal Writing</i> 47
<ul style="list-style-type: none"> explore the use of dialogue to tell a story. 	SE: 156-158 <i>Writing Activities</i> 159 <i>Write About Reading</i> 214
<p>6.W.2.2 Students are able to revise writing to improve organization and support of ideas. To meet this standard students may:</p> <ul style="list-style-type: none"> improve ideas/content and organization (for example: add, move, delete ideas; focus on precise moment in time); 	SE: 44, 58-60, 62-64, 96, 170, 208, 240 <i>Revise Your Draft</i> 61 <i>Use Strong Paragraphs</i> 65 <i>Viewing and Representing</i> 69
<ul style="list-style-type: none"> improve sentence fluency (for example: vary sentence beginnings and length, use simple and compound sentences); 	SE: 64, 66-68, 80, 517-518, 519-520, 521-523, 677-678, 683 <i>Writing Activities</i> 69 <i>Writing Application</i> 69

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<ul style="list-style-type: none"> use expressive, appropriate, precise words to improve voice and clarity (for example: figurative language—similes, idioms, alliteration, hyperbole; writer’s voice); 	SE: 98, 132, 682-683 <i>Try It Out</i> 94 <i>Vocabulary Tip</i> 112 <i>Writing Application</i> 331, 359, 393 TWE: Te 68, 80
<ul style="list-style-type: none"> use feedback and peer writing groups to improve writing. 	SE: 26, 59, 80, 132, 170, 208, 240 <i>Listening and Speaking</i> 61, 163 <i>Revising Tip</i> 153 TWE: MIN 60 LS 96
Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.	
6.W.3.1 Students are able to apply knowledge of standard language usage. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use parts of speech correctly (for example: perfect tense verbs); 	SE: 256-257, 258-259, 260-261, 321-328, 339-358, 363-376, 383-392, 399-412 <i>Grammar Link</i> 53, 189
<ul style="list-style-type: none"> use subject-verb agreement accurately. 	SE: 254-255, 439-440, 441-442, 443-444, 445, 446-452 <i>Grammar Link</i> 65, 105, 205 <i>Writing Application</i> 453
6.W.3.2 Students are able to edit final copies for correctness. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> spell homonyms correctly (for example: their/they’re/there); 	SE: 455-456, 457-458, 459-462, 463, 555-556
<ul style="list-style-type: none"> capitalize proper nouns, names, titles, and nationalities appropriately; 	SE: 266, 475-476, 477-478, 479-480, 683 <i>Grammar Link</i> 61, 129 <i>Writing Application</i> 487 TWE: MIN 320
<ul style="list-style-type: none"> punctuate dialogue appropriately; 	SE: 157, 262-263, 499-500, 509, 512 <i>Grammar Link</i> 147, 159 <i>Writing Application</i> 515
<ul style="list-style-type: none"> use end punctuation for proper effect; 	SE: 297, 489-490, 499-500, 508, 511 <i>Grammar Link</i> 45, 57
<ul style="list-style-type: none"> use available technology to edit (for example: spell check, grammar check, margins, tabs, fonts, spacing). 	SE: 274, 277 <i>Using Computers</i> 19, 73, 77, 129, 163, 201 <i>Technology Tip</i> 285
Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.	
6.W.4.1 Students are able to write to clarify knowledge in a specific subject. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use writing to paraphrase/summarize what is read/heard (for example: identify topic and main ideas, write an “exit slip” to summarize most important learning or most unclear concept); 	SE: 203-204 <i>Cross-Curricular Activity</i> 113, 189, 197 <i>Writing Activities</i> 205 <i>Activity</i> 293

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<ul style="list-style-type: none"> use a variety of graphic tools to categorize and organize information (for example: webbing, note-taking, diagramming, Venn diagrams); 	SE: 191, 573-575, 576-578 <i>Writing Across the Curriculum</i> 215 Activity 293 TWE: T43, T45, T48 Te 227, 232
<ul style="list-style-type: none"> write to explain ideas, processes, and theories; 	SE: 186-188, 190-192, 194-196, 198-200, 206-209 <i>Writing Across the Curriculum</i> 88 <i>Writing Activities</i> 189, 193, 197 <i>Write About Reading</i> 214 Activity 285
<ul style="list-style-type: none"> write to record observations, communicate hypotheses, and analyze information collected (for example: lab reports, scientific experiments). 	SE: 110-112 <i>Writing Activities</i> 113 <i>Cross-Curricular Activity</i> 197 TWE: T34 WRW 5
<p>6.W.4.2 Students are able to write texts, supported by references, which focus on key ideas, issues, or situations in a specific discipline. To meet this standard students may:</p> <ul style="list-style-type: none"> select sources that support personal interpretations of information (for example: almanacs, atlases, encyclopedias, CD-ROMs); 	SE: 198-199, 534-535, 570, 573-574, 649-650, 651, 656-657, 685-686 <i>Write a Report</i> 201 Activity 293 TWE: T45
<ul style="list-style-type: none"> summarize and credit ideas from various sources. 	SE: 199, 576-578, 686-688, 690 <i>Write a Report</i> 201 Activity 293
Listening and Viewing Standards Sixth Grade Listening and Viewing Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	
Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.	
<p>6.L.1.1 Students are able to describe specific strategies for listening and viewing in various situations. To meet this standard students may:</p> <ul style="list-style-type: none"> ask questions to seek clarification of ideas; 	SE: 617 <i>Listening and Speaking</i> 225 TWE: MIN 60 C 620
<ul style="list-style-type: none"> summarize, respond to, and evaluate group activities; 	SE: 622-623 <i>Listening and Speaking</i> 45, 109, 129
<ul style="list-style-type: none"> focus on the speaker; 	SE: 617-618, 623 TWE: C 620 Te 622
<ul style="list-style-type: none"> distinguish between intentional and unintentional non-verbal communication; 	TWE: LS 231 MIN 618
<ul style="list-style-type: none"> describe and clarify the personal feelings evoked by the nonverbal communication of others. 	TWE: LS 231 MIN 618

OBJECTIVES	PAGE REFERENCES
Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.	
6.L.2.1 Students are able to use specific strategies to retrieve information. To meet this standard students may: <ul style="list-style-type: none"> classify visual/auditory information according to subject or topic; 	SE: 619-620, 638-639 <i>Viewing and Representing 15</i> <i>Writing Activities 237</i>
<ul style="list-style-type: none"> combine new information with prior knowledge for recall. 	SE: 620, 636 TWE: CT 272 EL 291 Te 291, 618
6.L.2.2 Students are able to describe the effect of images, text, and sound in a variety of information sources. To meet this standard students may: <ul style="list-style-type: none"> recognize the reliability and authority of information; 	SE: 619-620, 635-636, 638-639, 651 TWE: LS 231 Te 618 RWC 639
<ul style="list-style-type: none"> distinguish between fact and fiction; 	SE: 635, 637 TWE: T48 LS 231 Te 618, 638 RWC 643 MIN 653
<ul style="list-style-type: none"> identify false and misleading information; 	SE: 635-636, 638-639 TWE: LS 231 Te 618
<ul style="list-style-type: none"> investigate how layout, color, sequence, and/or sound effects influence communication. 	SE: 629-634, 635-639 <i>Viewing and Representing 65, 117</i> <i>Cross-Curricular Activity 155</i> TWE: VA 2, 100, 243, 294 EE 290 Te 291
Speaking Standards Sixth Grade Speaking	
Goal 3: Students are able to speak effectively in a variety of formal and informal situations.	
Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.	
6.S.1.1 Students are able to select organizational patterns that narrate and describe based on audience and purpose. To meet this standard students may: <ul style="list-style-type: none"> design presentations that share personal memories; 	SE: 78-81 <i>Listening and Speaking 11, 109, 151, 155</i> TWE: EE 170
<ul style="list-style-type: none"> design presentations to demonstrate skills and activities. 	SE: 78-81, 622 <i>Listening and Speaking 197</i>

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6.S.1.2. Students are able to organize presentations according to main ideas and supporting details. To meet this standard students may: <ul style="list-style-type: none"> write speeches with an introduction, body, and conclusion. 	SE: 290-293, 624-625 <i>Listening and Speaking</i> 201, 205
Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.	
6.S.2.1 Students are able to recognize the language and style appropriate to a speaking situation. To meet this standard students may: <ul style="list-style-type: none"> use complete sentences to express thoughts; 	SE: 81 <i>Talk About It</i> 98 TWE: A 98
<ul style="list-style-type: none"> explore how descriptive words and phrases improve presentations; 	SE: <i>Listening and Speaking</i> 109, 113, 121, 129 <i>Cross-Curricular Activity</i> 117
<ul style="list-style-type: none"> understand that rate, pitch, volume, and tone enhance presentation style. 	SE: 623, 625, 627
6.S.2.2 Students are able to identify presentation strategies appropriate to audience and purpose. To meet this standard students may: <ul style="list-style-type: none"> use audio/visual aids in presentations. 	SE: 290-293, 625 <i>Listening and Speaking</i> 201

Codes Used for TWE Pages

A	Assess
ARS	Active Reading Strategies
C	Close
CAC	Connections Across the Curriculum
CC	Cultural Connections
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
RWC	Real World Connection
Te	Teach
TW	6+1 Trait Writing
VA	Viewing the Art
WRW	Writing in the Real World