

## English: Grade 6

**I. Writing, Grammar, and Usage**

**Teachers:** Students should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. In sixth grade, it is appropriate to emphasize revision, with the expectation that students will revise and edit to produce (in some cases) a finished product that is thoughtful, well-organized, and reasonably correct in grammar, mechanics, and spelling. Continue imaginative writing but place a stronger emphasis than in previous grades on expository writing, including, for example, summaries, book reports, essays that explain a process, and descriptive essays. Note also the requirement below for writing persuasive essays, a research essay, and a standard business letter.

**A. WRITING AND RESEARCH**

- Learn strategies and conventions for writing a persuasive essay, with attention to defining a thesis (that is, a central proposition, a main idea) supporting the thesis with evidence, examples, and reasoning distinguishing evidence from opinion anticipating and answering counter-arguments maintaining a reasonable tone
- Write a research essay, with attention to asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography
- Write a standard business letter.

**B. SPEAKING AND LISTENING**

- Participate civilly and productively in group discussions.
- Give a short speech to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.

**C. GRAMMAR AND USAGE**

- Understand what a complete sentence is, and identify subject and predicate identify independent and dependent clauses correct fragments and run-ons
- Identify different sentence types, and write for variety by using simple sentences compound sentences complex sentences compound-complex sentences
- Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with *and*, *but*, or *or* to separate the sentences that form a compound sentence.
- Recognize verbs in active voice and passive voice, and avoid unnecessary use of passive voice.



- Recognize the following troublesome verbs and how to use them correctly:  
sit, set  
rise, raise  
lie, lay
- Correctly use the following:  
good / well  
between / among  
bring / take  
accept / except  
fewer / less  
like / as  
affect / effect  
who / whom  
imply / infer  
principle / principal  
their / there / they're

#### D. SPELLING

- Review spelling rules for use of *ie* and *ei*; for adding prefixes and suffixes
- Continue work with spelling, with special attention to commonly misspelled words, including:

acquaintance	develop	naturally	separate
amateur	embarrassed	occurrence	similar
analyze	exaggerate	parallel	sophomore
answer	exercise	peasant	substitute
athlete	fulfill	philosopher	success
Britain	gymnasium	possess	suspicion
characteristic	hypocrite	privilege	tragedy
committee	innocence	receipt	woman
conscious	interrupt	recommendation	writing
cooperate	license	repetition	
criticize	marriage	restaurant	
dependent	minimum	rhythm	

#### E. VOCABULARY

**Teachers:** Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

**Note:** More Latin and Greek words and roots are listed in grades 7 and 8. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
annus [L]	year	annual, anniversary
ante [L]	before	antebellum, antecedent
aqua [L]	water	aquarium
astron [G]	star	astronaut, astronomy
bi [L]	two	bisect, bipartisan
bios [G]	life	biology, biography
centum [L]	hundred	cent, percent
decem [L]	ten	decade, decimal
dico, dictum [L]	say, thing said	dictation, dictionary
duo [G, L]	two	duplicate
ge [G]	earth	geology, geography
hydor [G]	water	hydrant, hydroelectric
magnus [L]	large, great	magnificent, magnify
mega [G]	large, great	megaphone, megalomania
mikros [G]	small	microscope, microfilm
minus [L]	smaller	diminish, minor
monos [G]	single	monologue, monarch, monopoly

omnis [L]	all	omnipotent, omniscient
phileo [G]	to love	philosophy, philanthropist
phone [G]	sound, voice	phonograph, telephone
photo [from G <i>phos</i> ]	light	photograph, photocopy
poly [G]	many	polygon
post [L]	after	posthumous, posterity
pre [L]	before	predict, prepare
primus [L]	first	primary, primitive
protos [G]	first	prototype, protozoa
psyche [G]	soul, mind	psychology
quartus [L]	fourth	quadrant, quarter
tele [G]	at a distance	telephone, television, telepathy
thermos [G]	heat	thermometer, thermostat
tri [G, L]	three	trilogy, triangle
unus [L]	one	unanimous, unilateral
video, visum [L]	see, seen	evident, visual
vita [L]	life	vitality, vitamin

## II. Poetry

### A. POEMS

**Teachers:** The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight, and, upon occasion, the subject of close attention. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

All the world's a stage [from *As You Like It*] (William Shakespeare)  
 Apostrophe to the Ocean [from *Childe Harold's Pilgrimage*, Canto 4,  
 Nos. 178-184] (George Gordon Byron)  
 I Wandered Lonely as a Cloud (William Wordsworth)  
 If (Rudyard Kipling)  
 Mother to Son (Langston Hughes)  
 Lift Ev'ry Voice and Sing (James Weldon Johnson)  
 A narrow fellow in the grass (Emily Dickinson)  
 A Psalm of Life (Henry Wadsworth Longfellow)  
 The Raven (Edgar Allan Poe)  
 A Song of Greatness (a Chippewa song, trans. Mary Austin)  
 Stopping by Woods on a Snowy Evening (Robert Frost)  
 Sympathy (Paul Laurence Dunbar)  
 There is no frigate like a book (Emily Dickinson)  
 The Walloping Window-blind (Charles E. Carryl)  
 Woman Work (Maya Angelou)

### B. TERMS

meter  
 iamb  
 couplet  
 rhyme scheme  
 free verse

See also World History 6:  
 Romanticism, re "Apostrophe  
 to the Ocean" and "I  
 Wandered Lonely as a  
 Cloud."



### III. Fiction and Drama

Teachers: *The Iliad*, *The Odyssey*, and *Julius Caesar* are available in editions adapted for young readers.

See also World History 6:  
Ancient Greece, re *The Iliad*  
and *The Odyssey*.

See also World History 6:  
Ancient Rome, re *Julius*  
*Caesar*.

See also World History 6:  
Ancient Greece and Rome.  
Students who are not familiar  
with classical myths specified  
in grades 2 and 3 of the *Core*  
*Knowledge Sequence* should  
read those selections as well.

#### A. STORIES

*The Iliad* and *The Odyssey* (Homer)  
*The Prince and the Pauper* (Mark Twain)

#### B. DRAMA

*Julius Caesar* (William Shakespeare)

#### C. CLASSICAL MYTHOLOGY

Apollo and Daphne  
Orpheus and Eurydice  
Narcissus and Echo  
Pygmalion and Galatea

#### D. LITERARY TERMS

- Epic
- Literal and figurative language (review from grade 5)
  - imagery
  - metaphor and simile
  - symbol
  - personification

### IV. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

All for one and one for all.  
All's well that ends well.  
Bee in your bonnet  
The best-laid plans of mice and men oft go awry.  
A bird in the hand is worth two in the bush.  
Bite the dust  
Catch-as-catch-can  
Don't cut off your nose to spite your face.  
Don't lock the stable door after the horse is stolen.  
Don't look a gift horse in the mouth.  
Eat humble pie  
A fool and his money are soon parted.  
A friend in need is a friend indeed.  
Give the devil his due.  
Good fences make good neighbors.  
He who hesitates is lost.  
He who laughs last laughs best.  
Hitch your wagon to a star.  
If wishes were horses, beggars would ride.  
The leopard doesn't change his spots.  
Little strokes fell great oaks.  
Money is the root of all evil.

Necessity is the mother of invention.  
It's never over till it's over.  
Nose out of joint  
Nothing will come of nothing.  
Once bitten, twice shy.  
On tenterhooks  
Pot calling the kettle black  
Procrastination is the thief of time.  
The proof of the pudding is in the eating.  
RIP  
The road to hell is paved with good intentions.  
Rome wasn't built in a day.  
Rule of thumb  
A stitch in time saves nine.  
Strike while the iron is hot.  
Tempest in a teapot  
Tenderfoot  
There's more than one way to skin a cat.  
Touché!  
Truth is stranger than fiction.