

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:

Note: More commonly misspelled words are listed in grades 7 and 8.

| | | | |
|----------------|-------------|----------------|------------|
| 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.