



## California Science Standards linked with Generation Earth Service Learning Projects: 6<sup>th</sup> Grade Language Arts

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The following standards are appropriate for all Generation Earth topics (Waste Reduction & Recycling, Composting, Stormwater Urban Runoff, Illegal Dumping, and Household Hazardous Waste). These can be utilized as the content topics in the 6<sup>th</sup> grade language arts curriculum.

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

##### *Word Recognition*

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

##### *Vocabulary and Concept Development*

- 1.4 Vocabulary and Concept Development: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

#### 2.0 Reading Comprehension

##### *Structural Feature of Informational Materials*

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- 2.2 Analyze text that uses the compare-and-contrast organizational pattern.
- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

##### *Expository Critique*

- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.
- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

#### 3.0 Literary Response and Analysis

##### *Narrative Analysis of Grade Level Appropriate Text*

- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.



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- 3.3 Analyze the influence of setting on the problem and its resolution.
- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

### *Literary Criticism*

- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

## Writing

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### 1.0 Writing Strategies

#### *Organization and Focus*

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- 1.2 Create multiple-paragraph expository compositions:
  - a. Engage the interest of the reader and state a clear purpose.
  - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.)Conclude with a detailed summary linked to the purpose of the composition.
- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

#### *Research and Technology*

- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).



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### *Evaluation and Revision*

- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

## 2.0 Writing Applications

- 2.1 Write narratives
- 2.2 Write expository compositions
- 2.3 Write research reports
- 2.4 Write responses to literature
- 2.5 Write persuasive compositions

## Written and Oral English Language Conventions

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### 1.0 Written and Oral English Language Conventions

#### *Sentence Structure*

- 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

#### *Grammar*

- 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

#### *Punctuation*

- 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

#### *Capitalization*

- 1.4 Use correct capitalization.

#### *Spelling*

- 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).



## Listening and Speaking

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### 1.0 Listening and Speaking Strategies

#### *Comprehension*

- 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
- 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 1.3 Restate and execute multiple-step oral instructions and directions.

#### *Organization and Delivery of Oral Communication*

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

#### *Analysis and Evaluations of Oral and Media Communications*

- 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.