

Grade 6 ELA - Critical Standards

Defined by the ALSDE Academic Continuity Plan

Standard

Reading Structures for Literature

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]

Craft and Structure

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. [RL.6.5]

Integration of Knowledge and Ideas

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. [RL.6.9]

Reading Standards for Informational Text

Key Ideas and Details

11. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.6.1]

Craft and Structure

15. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. [RI.6.5]

Integration of Knowledge and Ideas

19. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). [RI.6.9]

Writing Standards

Text Types and Purposes

- 21) Write arguments to support claims with clear reasons and relevant evidence. [W.6.1]
- Introduce claim(s) and organize the reasons and evidence clearly. [W.6.1a] 6th 2016 Revised Alabama Course of Study: English Language Arts 53
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. [W.6.1b]
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. [W.6.1c]
 - Establish and maintain a formal style. [W.6.1d]

e. Provide a concluding statement or section that follows from the argument presented. [W.6.1e]

Production and Distribution of Writing

24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.) [W.6.4]

25. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-6.) [W.6.5]

Speaking and Listening Standards

Comprehension and Collaboration

31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.6.1]

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.6.1a]

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]

32. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. [SL.6.2]

Language Standards

Conventions of Standard English

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]

a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.

b. Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.6.1a]

c. Use intensive pronouns (e.g., myself, ourselves). [L.6.1b]

d. Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]

e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
* [L.6.1d]

f. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1e]

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2a]

b. Spell correctly. [L.6.2b]

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