

Grade 6 (AAS)

Critical Literacy

- 1** Identify the point of view and author's purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe). [ELA.AAS.6.1](#)

- 2** Make simple inferences from the content and the structure (i.e., cause and effect, sequencing) of an informational text. [ELA.AAS.6.2](#)

- 3** Identify how setting, plot, characters, theme, and conflict contribute to the meaning of prose (story) and poetry. [ELA.AAS.6.3](#)

- 4** Identify words or phrases that are examples of literary devices (i.e., simile, metaphor, onomatopoeia, imagery) used in prose (story) and poetry. [ELA.AAS.6.4](#)

- 5** Identify the central idea and supporting details when listening to a speaker. [ELA.AAS.6.5](#)

- 6** Identify an example of a literary device (i.e., simile, metaphor, onomatopoeia, imagery) presented by a speaker. [ELA.AAS.6.6](#)

- 7** Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence. [ELA.AAS.6.7A](#)

- 8** Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic. [ELA.AAS.6.7B](#)

- 9** Compose argumentative texts by stating a topic, providing reasons that support the argument, and providing an appropriate conclusion related to the topic. [ELA.AAS.6.7C](#)

- 10** Participate in discussions with adults and peers using information from a source. [ELA.AAS.6.8](#)

Digital Literacy

- 11** Use information presented in different media or formats (e.g., video, print) to demonstrate understanding of a topic or issue. [ELA.AAS.6.11](#)

- 12** Determine subject, occasion, and purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of digital sources. [ELA.AAS.6.12](#)

Language Literacy

- 13** Identify the correct verb tense that completes a sentence. [ELA.AAS.6.15](#)

14 Identify a sentence that uses correct capitalization. [ELA.AAS.6.16A](#)

15 Identify a sentence that uses commas to separate items in a series. [ELA.AAS.6.16B](#)

16 Use apostrophes to show the omission of letters (i.e. contractions) (i.e., can't, don't, he'd, she'd, he's, she's, I'll). [ELA.AAS.6.19A](#)

17 Use an apostrophe to show possession by a singular noun (e.g., the child's coat, the car's window). [ELA.AAS.6.19B](#)

18 Use quotation marks to indicate dialogue (speaking) or a direct quote of a person. [ELA.AAS.6.19C](#)

Research Literacy

19 Identify which source would provide reliable information about a topic. [ELA.AAS.6.22](#)

20 Summarize information from two research sources. [ELA.AAS.6.25](#)

Vocabulary Literacy

21 Use knowledge of prefixes (i.e., re-, un-, pre) and suffixes (i.e., -er/-or [person who], -ful [full of], -less [without], -er, -est [more/most]) to identify the meaning of a word. [ELA.AAS.6.27](#)

22 Identify the meaning of words or phrases in context. [ELA.AAS.6.28](#)
