Alaska English/Language Arts

Grade 6

Adopted 2012

Alaska Anchor Standards Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KI.1
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KI.2
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KI.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5
6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. R.IK.7
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.IK.8
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. R.IK.9

Range of Reading and Level of Text Complexity

10. Read and comprehend a range of complex literary and informational texts independently and proficiently. R.RR.10

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Text Types and Purposes

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.TT.1

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.KI.2
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.KI.3

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.PD.4
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.PD.5
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.PD.6

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.RB.7
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.RB.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.RB.9

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.RW.10

Alaska Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.CC.1
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.CC.2
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CC.3

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. SL.PK.4

   Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.PK.5

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6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.PK.6

Alaska Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.CS.1
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.CS.2

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.KL.3

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.VA.4
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.VA.5
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.VA.6

Reading Standards 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
2. Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text. RL.6.2
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances. RL.6.3

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone. RL.6.4
5. Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot. RL.6.5

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6. Determine author's purpose and explain how an author develops the point of view of the narrator or speaker in a text. RL.6.6

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch (e.g., Shiloh). RL.6.7
8. (Not applicable to literature) RL.6.8
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

Range of Reading and Level of Complexity

10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range. RL.6.10

Reading Standards for Informational Text

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. RI.6.1
2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. RI.6.2
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). RI.6.3

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.4
5. 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
6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text. RI.6.6

Integration of Knowledge and Ideas

7. Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/data-related) as well as in words to develop a coherent understanding of a topic or issue. RI.6.7
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.8

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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

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range. RI.6.10

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence. W.6.1
   a. Introduce claim(s) and organize the reasons and evidence clearly. W.6.1.A
   b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.B
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.C
   d. Establish and maintain a formal style. W.6.1.D
   e. Provide a concluding statement or section that follows from the argument presented. W.6.1.E
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2
   a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.6.2.A
   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2.B
   c. Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2.C
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.D
   e. Establish and maintain a formal style. W.6.2.E
   f. Provide a concluding statement or section that follows from the information or explanation presented. W.6.2.F

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3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3

    a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.6.3.A

    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.3.B

    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.6.3.C

    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3.D

    e. Provide a conclusion that follows from the narrated experiences or events. W.6.3.E

Production and Distribution of Writing

4. 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 1–3 above.) W.6.4

5. 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 Language standards 1–3 up to and including grade 6.) W.6.5

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing. W.6.6

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.7

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9

    a. Apply grade 6 Reading standards to literature (e.g., "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."). W.6.9.A

    b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). W.6.9.B

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..ange of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.6.10

Speaking and Listening Standards

Comprehension and Collaboration

1. 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.6.1.A
   b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed. SL.6.1.B
   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.6.1.C
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.1.D
2. Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/data-related, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.2
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.3

Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.4
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.5
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) SL.6.6

Language Standards

Conventions of Standard English

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1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1
   a. Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1.A
   b. Use intensive pronouns (e.g., myself, ourselves). L.6.1.B
   c. Recognize and correct inappropriate shifts in pronoun number and person. L.6.1.C
   d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). L.6.1.D
   e. 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.6.1.E
2. 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/parenthetical elements. L.6.2.A
   b. Spell correctly. L.6.2.B

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3
   a. Vary sentence patterns for meaning, reader/listener interest, and style. L.6.3.A
   b. Maintain consistency in style and tone. L.6.3.B

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.4
   a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.6.4.A
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L.6.4.B
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.6.4.C
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.6.4.D

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5

   a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context. L.6.5.A

   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L.6.5.B

   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). L.6.5.C

6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.6.6

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.1
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6-8.2
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.6-8.3

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.4
5. Describe how a text presents information (e.g., sequentially, comparatively, causally) RH.6-8.5
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RH.6-8.6

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.7
8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.8
9. Analyze the relationship between a primary and secondary source on the same topic. RH.6-8.9

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. RH.6-8.10

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Re **ey Ideas and Details**

Literacy in Science and

Technical Subjects

1. Cite specific textual evidence to support analysis of science and technical texts. RST.6-8.1
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.2
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.3

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. RST.6-8.4
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RST.6-8.5
6. Analysis the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RST.6-8.6

Integration of Knowledge and Ideas

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RST.6-8.7
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.6-8.8
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RST.6-8.9

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. RST.6-8.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

Text Types and Purposes

1. Write arguments focused on discipline-specific content. WHST.6-8.1
   a. Introduce claim(s) abut a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. WHST.6-8.1.A
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. WHST.6-8.1.B
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WHST.6-8.1.C
   d. Establish and maintain a formal style. WHST.6-8.1.D
   e. Provide a concluding statement or section that follows from and supports the argument presented. WHST.6-8.1.E

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2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. WHST.6-8.2
    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. WHST.6-8.2.A
    b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. WHST.6-8.2.B
    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.6-8.2.C
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.2.D
    e. Establish and maintain a formal style and objective tone. WHST.6-8.2.E
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented. WHST.6-8.2.F
3. Not applicable as a separate requirement. WHST.6-8.3

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.4
5. 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, focusing on how well purpose and audience have been addressed. WHST.6-8.5
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. WHST.6-8.6

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.7
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.8
9. Draw evidence from informational texts to support analysis, reflection, and research. WHST.6-8.9

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. WHST.6-8.10