Arkansas English Language Arts

Grade 6

Adopted 2023

Reading Comprehension

Reading Fundamentals

RF. Provide an objective summary of a text. 6.RC.1.RF

RF. Determine how a central idea and/or theme of a text is conveyed through supporting details. 6.RC.2.RF

RF. Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text. 6.RC.3.RF

RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. 6.RC.4.RF

Reading Literature

RL. Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution. 6.RC.5.RL

RL. Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme. 6.RC.6.RL

RL. Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text. 6.RC.7.RL

RL. Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is: Imagined when reading a text.
Observed when listening and/or watching. 6.RC.8.RL

RL. Examine two texts of varying structures or genres that have similar themes and/or topics. 6.RC.9.RL

RL. Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance. 6.RC.10.RL

Reading Information

RI. Describe how a central individual, event, or idea is introduced and developed in a text. 6.RC.11.RI

RI. Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument. 6.RC.12.RI

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RI. Determine how an author's purpose, point of view, and/or perspective is conveyed in a text. 6.RC.13.RI

RI. Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio). 6.RC.14.RI

RI. Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not. 6.RC.15.RI

RI. Compare and contrast two authors' presentations of an event. 6.RC.16.RI

RI. Identify the central idea in a non-fiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance. 6.RC.17.RI

Writing

Style

S. Write an argument, using clear reasons and supporting evidence.
Introduce claims.
Support claims with credible sources. 6.W.1.S

S. Write to inform about a topic.
Organize ideas, concepts, and information.
Use relevant facts, definitions, concrete details, and quotations. 6.W.2.S

S. Write to express real or imagined experiences and/or events.
Use relevant descriptive details.
Organize well-structured event sequences.
Use narrative techniques (e.g., dialogue, sequencing, description, characterization). 6.W.3.S

Production

P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information. 6.W.4.P

P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate. 6.W.5.P

P. Use a variety of sentence types (i.e., simple, compound, complex, compound-complex). 6.W.6.P

P. Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas. 6.W.7.P

P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 6.W.8.P

P. Develop writing stamina during single sessions and over extended periods of time. 6.W.9.P

P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose. 6.W.10.P

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Include headings and graphics to clarify information. 6.W.11.P

P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing. 6.W.12.P

Research

R. Conduct research to answer a question. 6.W.13.R

R. Assess credible sources. 6.W.14.R

R. Quote or paraphrase data and conclusions, crediting sources and/or authors. 6.W.15.R

R. Provide basic and consistent bibliographic information for sources. 6.W.16.R

Vocabulary

1. Use general academic and content-specific words and phrases accurately. 6.V.1
2. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. 6.V.2
3. Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
Use common Greek or Latin affixes and roots (i.e., morphology)
Trace the origins of words (i.e., etymology)
Use context
Consult reference materials to clarify pronunciation and/or parts of speech
Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of a word. 6.V.3
4. Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings. 6.V.4
5. Determine how word choice contributes to the meaning, style, and/or tone of a text. 6.V.5
6. Demonstrate an understanding of figurative language in context, including extended metaphor and personification. 6.V.6

Collaborative Communication

Speaking and Listening Comprehension

SLC. Express ideas in a collaborative setting, using effective discussion strategies. 6.CC.1.SLC

SLC. Come to discussions prepared, referring to gathered evidence on the topic, text, or issue. 6.CC.2.SLC

SLC. Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:
One-on-one
In small groups
Teacher-led 6.CC.3.SLC

SLC. Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue. 6.CC.4.SLC

SLC. Contribute to the topic, text, or issue, responding to questions with relevant information. 6.CC.5.SLC

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SLC. Paraphrase multiple perspectives. 6.CC.6.SLC

SLC. Describe how non-textual information enhances the understanding of a topic, text, or issue. 6.CC.7.SLC

SLC. Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence. 6.CC.8.SLC

Presentation

P. Present claims and evidence. 6.CC.9.P

P. Sequence ideas logically. 6.CC.10.P

P. Use accurate descriptions, facts, and/or details to support central ideas and/or themes. 6.CC.11.P

P. Include multimedia and visuals to clarify information. 6.CC.12.P

P. Use eye contact, adequate volume, and clear pronunciation in consideration of the audience. 6.CC.13.P

P. Demonstrate command of standard English when indicated or appropriate. 6.CC.14.P

P. Recite a passage from a well-known poem, play, or speech. 6.CC.15.P

Language

Structure

S. Use nouns effectively:
Direct objects 6.L.1.S

S. Use pronouns properly:
Intensive and reflexive pronouns
Relative pronouns 6.L.2.S

S. Ensure pronouns have a clear antecedent and are appropriate in number and person. 6.L.3.S

S. Use verbs effectively:
Perfect verb tenses
Shifts in mood
Subject/verb agreement
Linking/be verbs 6.L.4.S

S. Use modifiers effectively:
Proper adjectives
Predicate adjectives 6.L.5.S

S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. 6.L.6.S

Conventions

C. Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes. 6.L.7.C

C. Use commas to set off series, phrases and clauses, and direct address. 6.L.8.C

C. Indicate dialogue, quotes, and titles, using quotation marks. 6.L.9.C

C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. 6.L.10.C