Louisiana English Language Arts

Grade 6

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately. RL.1

2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide an objective summary of the text. RL.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. RL.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.4

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.5

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

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. RL.8

9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. RL.9

Range of Reading and Level of Text Complexity

10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.10

1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately. RI.1

2 Determine a central idea of a text and how it is conveyed through particular details; provide an objective summary of the text. RI.2

3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. RI.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; analyze the impact of a specific word choice on meaning and tone. RI.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.5

6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6

Integration of Knowledge and Ideas

7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.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.8

9 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.9

Range of Reading and Level of Text Complexity

10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.10

Writing Standards: The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, fro
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Text Types and Purposes

1 Write multi-paragraph arguments to support claims with clear reasons and relevant evidence. W.1

- a Provide a thesis statement that introduces a claim and establishes a structure that clearly organizes the supporting reasons and evidence. W.1.A
- b Support claims with clear reasons and relevant evidence from credible sources, demonstrating an understanding of the topic or text. W.1.B
- c Use words, phrases, and clauses to clarify the relationships among claims and reasons. W.1.C
- d Establish and maintain a formal style. W.1.D
- e Provide a concluding section that follows from the argument presented. W.1.E

organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. W

2 Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.2

- a Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. W.2.A
- b 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 aid comprehension. W.2.B
- c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.2.C
- d Use appropriate transitions to clarify the relationships among ideas and concepts. W.2.D
- e Use precise language and domain-specific vocabulary to inform about or explain the topic. W.2.E
- f Establish and maintain a formal style. W.2.F
- g Provide a concluding section that follows from the information or explanation presented. W.2.G

3 Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.3

- a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize the sequence of events logically. W.3.A
- b Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.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.3.C
- d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.3.D
- e Provide an appropriate conclusion that follows from the narrated experiences or events. W.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.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 different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.) W.5

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With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others. W.6

Research to Build and Present Knowledge

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

8 Gather relevant information from multiple print and digital sources. W.8

- a Use search terms effectively. W.8.A
- b Assess the credibility and accuracy of each source. W.8.B
- c Quote or paraphrase the data and conclusions of others while avoiding plagiarism. W.8.C
- d Follow a standard format for citation. W.8.D

9 Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards. W.9

Range of Writing

10 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. W.10

Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL

Comprehension and Collaboration

1 Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.1

- a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.1.A
- b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.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.1.C
- d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.1.D

2 Interpret information presented in various media and formats and explain how it contributes to a topic, text, or issue under study. SL.2

3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. SL.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 directionality, adequate volume, and clear pronunciation. SL.4

5 Include multimedia components and visual displays in presentations to clarify information. SL.5

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

Language Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1

- a Ensure that pronouns are in the proper case (subjective, objective, possessive). L.1.A
- b Use intensive pronouns. L.1.B
- c Maintain appropriate shifts in pronoun number and person. L.1.C
- d Use pronouns that clearly and logically connect to antecedents. L.1.D
- e Use strategies to improve expression in conventional language when variations from standard English exist in their own and others' writing and speaking. L.1.E

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2

- a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements. L.2.A
- b Spell correctly, consulting references as needed. L.2.B

Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3

- a Vary sentence patterns for meaning, reader/listener interest, and style. L.3.A
- b Maintain consistency in style and tone. L.3.B

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies. L.4

- a Use context to determine the meaning of a word or phrase. L.4.A
- b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. L.4.B
- c Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word. L.4.C

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

   a Interpret figures of speech, including personification, in context and analyze their role in the text. L.5.A

   b Use the relationship between particular words to better understand each of the words. L.5.B

   c Distinguish among the connotations of words with similar denotations. L.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