

Michigan Alternative Content Standards - English Language Arts

# Grade 6

**Students can comprehend text in increasingly complex ways.**

### **Accessing Narrative Text**

- 1 Determine what a text says explicitly as well as what simple inferences must be drawn. **EE.RL.6.1**
  - 1 The student can answer questions about narrative text using explicit details and clues to make simple inferences. **EE.RL.H.6.1**
  - 2 The student can use details and clues to answer questions about basic narrative text elements (e.g., characters' actions/feelings/behaviors/ motivations, major events, setting, story sequence, etc.). **EE.RL.M.6.1**
  - 3 The student can use details (pictures) to answer concrete who, what, where, or when questions about short narrative text. **EE.RL.L.6.1**
- 2 Identify details in a text that are related to the theme or central idea. **EE.RL.6.2**
  - 1 The student can identify one or more details in narrative text that are related to the text's theme or main idea. **EE.RL.H.6.2**
  - 2 The student can identify a detail that relates to the theme or main idea of a short narrative text when the theme or main idea is provided. **EE.RL.M.6.2**
  - 3 The student can identify the theme or main idea of a short narrative text. **EE.RL.L.6.2**
- 3 Can identify how a character responds to a challenge in a story. **EE.RL.6.3**
  - 1 The student can identify how a character responds to a challenge or problem in a narrative text. **EE.RL.H.6.3**
  - 2 The student can identify an event that had an effect on a character in a short narrative text or how a specific action/event made the character feel. **EE.RL.M.6.3**
  - 3 The student can identify an action of a character in a short narrative text. **EE.RL.L.6.3**
- 4 Determine how word choice changes the meaning in a text. **EE.RL.6.4**
- 5 Determine the structure of a text (e.g., story, poem, or drama). **EE.RL.6.5**
  - 1 The student can identify the genre of a text (story, poem, or drama) based on how it is organized/structured (e.g., beginning/middle/end, scenes/acts, stanzas, etc.). **EE.RL.H.6.5**
  - 2 The student can identify a variety of narrative text genres (story, poem, and drama). **EE.RL.M.6.5**
  - 3 The student can differentiate between two types of narrative text genres. **EE.RL.L.6.5**
- 6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling. **EE.RL.6.6**
  - 1 The student can identify words/phrases in a narrative text that show what the narrator or speaker is thinking/feeling. **EE.RL.H.6.6**
  - 2 The student can identify what the narrator/speaker is feeling when specific clues are given in text or speech. **EE.RL.M.6.6**

- 3 The student can identify what the narrator/speaker of a short narrative text/speech said. [EE.RL.L.6.6](#)
- 7 Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text. [EE.RL.6.7](#)
- 9 Compare and contrast stories, myths, or texts with similar topics or themes. [EE.RL.6.9](#)
- 10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry [EE.RL.6.10](#)

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## Accessing Informational Text

- 1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn. **EE.RI.6.1**
  - 1 The student can use details and clues from informational text to answer questions and make simple inferences **EE.RI.H.6.1**
  - 2 The student can use details and clues to answer basic questions about informational text. **EE.RI.M.6.1**
  - 3 The student can answer simple who, what, where, or when questions about short informational texts. **EE.RI.L.6.1**
- 2 Determine the main idea of a passage and details or facts related to it. **EE.RI.6.2**
  - 1 The student can identify one or more details in informational text that are related to the text's main idea. **EE.RI.H.6.2**
  - 2 The student can identify one detail that relates to the main idea of a short informational text when the main idea is provided. **EE.RI.M.6.2**
  - 3 The student can identify the main idea of a short informational text. **EE.RI.L.6.2**
- 3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text. **EE.RI.6.3**
  - 1 The student can identify a detail that elaborates (gives information) about an individual, event, or idea presented in an informational text. **EE.RI.H.6.3**
  - 2 The student can identify one detail about an individual, event, or idea described in short informational text. **EE.RI.M.6.3**
  - 3 The student can match a detail with a person or event described in short informational text. **EE.RI.L.6.3**
- 4 Determine how word choice changes the meaning of a text. **EE.RI.6.4**
- 5 Determine how the title fits the structure of the text. **EE.RI.6.5**
  - 1 The student can determine how the title of an informational text relates to its content. **EE.RI.H.6.5**
  - 2 The student can select a title that is appropriate for a short informational text when given choices. **EE.RI.M.6.5**
  - 3 The student can identify the title of a short informational text. **EE.RI.L.6.5**
- 6 Identify words or phrases in the text that describe or show the author's point of view. **EE.RI.6.6**
  - 1 The student can identify concrete details in informational text that describe/show the author's point of view. **EE.RI.H.6.6**
  - 2 The student can identify what/how the author feels about the topic of a short informational text. **EE.RI.M.6.6**
  - 3 The student can identify what the author/speaker of a short informational text said using word/picture choices. **EE.RI.L.6.6**

- 7 Find similarities in information presented in different media or formats as well as in text. [EE.RI.6.7](#)
  - 8 Distinguish claims in a text supported by reason. [EE.RI.6.8](#)
  - 9 Compare and contrast how two texts describe the same event. [EE.RI.6.9](#)
  - 10 Demonstrate understanding while actively reading or listening to literary nonfiction. [EE.RI.6.10](#)
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### **Vocabulary Acquisition and Usage**

- 4.a Demonstrate knowledge of word meanings [EE.L.6.4.A](#)
    - 1 The student can use context as a clue to guide selection of a word or words that best completes a sentence. [EE.L.H.6.4.A](#)
    - 2 The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects. [EE.L.M.6.4.A](#)
    - 3 The student can use cues to recognize the meaning of familiar words when paired with pictures. [EE.L.L.6.4.A](#)
  - 4.b Demonstrate knowledge of word meanings [EE.L.6.4.B](#)
  - 4.c Demonstrate knowledge of word meanings [EE.L.6.4.C](#)
  - 5.a Demonstrate understanding of word relationships and use [EE.L.6.5.A](#)
    - 1 The student can identify the meaning of a word, words or phrase when presented in the context of narrative or informational text. Focus is on introducing non-literal meanings/figurative language. [EE.L.H.6.5.A](#)[EE.L.6.5.B](#)
    - 3 The student can identify two things that share a common characteristic (e.g., two things that are big, two things that are quiet, two things that are hot, etc.). [EE.L.L.6.5.A](#)
    - 2 The student can demonstrate understanding that the same word can have different meanings (e.g., “sweet” means kind and sugary, “bark” is the covering on a tree and a sound made by a dog, “bowl” is a vessel that holds food and an activity involving a ball, lanes, and pins). [EE.L.M.6.5.A](#)
  - 5.b Demonstrate understanding of word relationships and use [EE.L.6.5.B](#)
    - 1 The student can demonstrate understanding of words with the same or different meanings (synonyms and antonyms). [EE.L.H.6.5.B](#)
    - 2 The student can identify a word with the same meaning as a target word that appears in a paragraph of text [EE.L.M.6.5.B](#)
    - 3 The student can identify a word with the same meaning as a target word that appears in a short text. [EE.L.L.6.5.B](#)
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**Students can produce writing for a range of purposes and audiences.**

### **Writing: Text Types and Purposes**

- 1 Write claims about topics or text. [EE.W.6.1](#)
  - 2.a Write to share information supported by details [EE.W.6.2.A](#)
  - 3.a Write about events or personal experiences [EE.W.6.3.A](#)
    - 1 The student can write/draw/dictate about an event or personal experience, including two or more actions/happenings that occurred. [EE.W.H.6.3.A](#)
    - 2 The student provide details about one action/happening that occurred while preparing to write/communicate about an event or personal experience. [EE.W.M.6.3.A](#)
    - 3 The student can provide a detail about an action that occurs during an event or personal experience, while preparing to write/communicate about it. [EE.W.L.6.3.A](#)
  - 3.c Write about events or personal experiences [EE.W.6.3.C](#)
  - 4 Produce writing that is appropriate for the task, purpose, or audience. [EE.W.6.4](#)
  - 5 With guidance and support from adults and peers, plan before writing and revise own writing. [EE.W.6.5](#)
  - 9 Use information from literary and informational text to support writing. [EE.W.6.9](#)
  - 10 Write routinely for a variety of tasks, purposes, and audiences. [EE.W.6.10](#)
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### **Conventions of Standard English**

- 2.a Demonstrate understanding of conventions of Standard English [EE.L.6.2.A](#)
    - 1 The student can identify which word/words should be capitalized in a sentence (first words and proper nouns) and/or choose the correct ending punctuation (period, question mark, or exclamation point). [EE.L.H.6.2.A](#)
    - 2 The student can identify capital letters and/or basic punctuation (periods and question marks). [EE.L.M.6.2.A](#)
    - 3 The student can differentiate if a sentence is a statement or a question. [EE.L.L.6.2.A](#)
  - 2.b Demonstrate understanding of conventions of Standard English [EE.L.6.2.B](#)
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**Students can communicate for a range of purposes and audiences.**

### **Speaking and Listening**

- 1 Engage in collaborative discussions. [EE.SL.6.1](#)
  - 2 Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study [EE.SL.6.2](#)
  - 3 Identify the reasons and evidence supporting the claims made by the speaker. [EE.SL.6.3](#)
    - 1 The student can identify one reason or piece of evidence that supports a point/claim made by a speaker (orally or through other media). [EE.SL.H.6.3](#)
    - 2 The student can identify a speaker's point/claim when given choices. [EE.SL.M.6.3](#)
    - 3 The student can select one or more details from information presented orally or through other media. [EE.SL.L.6.3](#)
  - 4 Present findings on a topic including descriptions, facts, or details. [EE.SL.6.4](#)
  - 6 Use formal and informal language as appropriate to the communication partner. [EE.SL.6.6](#)
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### **Using Language**

- 1 Demonstrate Standard English grammar and usage when communicating. [EE.L.6.1](#)
    - 1 The student can identify the correct use of personal pronouns (e.g., he, she, and they) and a few indefinite pronouns (e.g., someone, everybody, many, few) when communicating. [EE.L.H.6.1](#)
    - 2 The student can identify correct use of simple grammatical structures (e.g., singular/plural nouns, appropriate pronouns, verbs) when communicating. [EE.L.M.6.1](#)
    - 3 The student can identify correct use of singular/plural nouns, verbs when communicating. [EE.L.L.6.1](#)
  - 3 Use language to achieve desired outcomes when communicating. [EE.L.6.3](#)
    - 1 The student can use language effectively to communicate with peers and adults (e.g., asking and answering questions, providing more information when someone does not understand the first time, sharing information, making requests, etc.). [EE.L.H.6.3](#)
    - 2 The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language). [EE.L.M.6.3](#)
    - 3 The student can identify the correct use of language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and making simple requests, etc.). [EE.L.L.6.3](#)
  - 6 Use general academic and domain-specific words and phrases across contexts. [EE.L.6.6](#)
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**Students can investigate topics and present information.**

## **Research and Inquiry**

**2.b** Write to share information supported by details **EE.W.6.2.B**

- 1** The student can identify/list/organize facts, details, or other pieces of information to support a topic. **EE.W.H.6.2.B**
- 2** The student can select facts, details, or other pieces of information that relate to a given topic. **EE.W.M.6.2.B**
- 3** The student can select a fact, detail, or other piece of information that relates to a given topic. **EE.W.L.6.2.B**

**3.d** Write about events or personal experiences **EE.W.6.3.D**

- 1** The student can identify/list words/phrases that describe an event or personal experience while preparing to write about it. **EE.W.H.6.3.D**
  - 2** The student can identify words that describe an event or personal experience, while preparing to write/communicate about it. **EE.W.M.6.3.D**
  - 3** The student can identify a word or phrase paired with a picture that describes an event, while preparing to write/communicate about it. **EE.W.L.6.3.D**
- 6** Use technology, including the Internet, to produce writing while interacting and collaborating with others. **EE.W.6.6**
  - 7** Conduct short research projects to answer a question. **EE.W.6.7**
  - 8** Gather information from multiple print and digital sources that relates to a given topic. **EE.W.6.8**
  - 5** Select an auditory, visual, or tactual display to clarify the information in presentations. **EE.SL.6.5**