Ohio English Language Arts

Grade 6

Reading Literature RL

1 **Cite text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.** RL.6.1

2 **Analyze literary text development.** RL.6.2

- a Determine and explain a theme of a literary text and how it is developed through specific details. RL.6.2.A
- b Provide an objective summary of the text, including theme and story details. RL.6.2.B

3 **Describe how the plot of a story or drama develops through chapters, acts, and/or scenes and how the characters respond or change as the plot moves toward a resolution.** RL.6.3

4 **Explain how words and phrases shape meaning and tone in a literary text.** RL.6.4

- a Determine word and phrase meanings, including figurative and/or connotative meanings. RL.6.4.A
- b Analyze the impact of specific word choices, including sensory language, on meaning and tone. RL.6.4.B

5 **Analyze how a particular line, sentence, paragraph, chapter, scene, or stanza contributes to the development of the setting, plot, or theme.** RL.6.5

6 **Explain how an author uses point of view to develop the perspective of the narrator, speaker, or character in a literary text.** RL.6.6

7 **Compare and contrast reading a literary text to listening to an audio or viewing a video or live version of the text, including how different versions affect tone, mood, or appeal.** RL.6.7

8 **(Not applicable to literature)** RL.6.8

9 **Compare and contrast literary texts in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories).** RL.6.9

- a Identify an implied theme, explicit theme, or life lesson. RL.6.9.A
- b Analyze a shared theme and explain its development across genres. RL.6.9.B

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10 **Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-toworld connections and comparisons.** RL.6.10

Reading Informational RI

1 **Analyze text evidence to demonstrate understanding of an informational text (e.g., historical, scientific, and technical text).** RI.6.1

- a Analyze what the text says explicitly and cite text evidence. RI.6.1.A
- b Make and support inferences from the text using cited text evidence. RI.6.1.B

2 **Analyze informational text development.** RI.6.2

- a Determine a central idea of a text and explain how it is conveyed through particular details. RI.6.2.A
- b Provide an objective summary of the text that includes a central idea and relevant details. RI.6.2.B

3 **Analyze how a key individual, event, or idea is introduced, developed, and elaborated in a text (e.g., through examples, facts, and/or anecdotes).** RI.6.3

4 **Determine the meaning of domain-specific words and phrases as they are used in an informational 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 an informational text and contributes to the development of the ideas.** RI.6.5

6 **Determine an author's perspective and/or purpose in a text and explain how it is conveyed in an informational text.** RI.6.6

7 **Integrate information presented in multiple print or digital sources to develop a coherent understanding of a topic or issue.** RI.6.7

8 **Trace and evaluate the argument in an informational text.** RI.6.8

- a Identify specific claims in a text. RI.6.8.A
- b Distinguish claims that are supported by evidence from claims that are not supported by evidence. RI.6.8.B

9 **Compare and contrast one author's presentation of events with that of another (e.g., a memoir and a biography written about the same person).** RI.6.9

10 **Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, textto-text, and text-to-world connections and comparisons.** RI.6.10

Reading Foundations RF

4 **Read grade-level texts with sufficient fluency to support comprehension.** RF.6.4

- a Orally read grade-level text with accuracy (targeting 95% or greater), automaticity, and appropriate expression to gain meaning from text, targeting 146 words correct per minute (wcpm) by the end of sixth grade. RF.6.4.A

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b Self-monitor word recognition and understanding, rereading as necessary. RF.6.4.B

Decode words by applying morphological analysis, word recognition, and etymology including: RF.6.3.A

1 **Roots** RF.6.3.A.1

2 **Prefixes** RF.6.3.A.2

3 **Suffixes** RF.6.3.A.3

Read common high-frequency words with automaticity such as: RF.6.3.B

1 **Phonetically regular words: winter, test, beside** RF.6.3.B.1

2 **Partially regular words: square, region, believe** RF.6.3.B.2

3 **Irregular words: average, effect, verify** RF.6.3.B.3

Identify and know the meaning of common Latin and Greek: RF.6.3.C

1 **Roots** RF.6.3.C.1

2 **Prefixes** RF.6.3.C.2

3 **Suffixes** RF.6.3.C.3

Writing Foundations WF

1 **Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.** WF.6.1

2 **Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.** WF.6.2

a Encode grade-appropriate multisyllabic words using knowledge of syllable types. WF.6.2.A

b Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. WF.6.2.B

c Encode grade-appropriate irregular words. WF.6.2.C

Writing W

1 **Write argumentative pieces that include:** W.6.1

a A thesis statement, within the introduction, to present an argument; W.6.1.A

b Clear reasons and relevant evidence to support claim(s) that are well organized and demonstrate an understanding of the topic or text; W.6.1.B

c Words, phrases, and clauses that clarify the relationship among claim(s) and reasons; W.6.1.C

d Precise language and domain-specific vocabulary; W.6.1.D

e Language appropriate to the audience and purpose; W.6.1.E

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f Use of credible sources; and W.6.1.F

g A concluding statement or section that follows from the argument presented. W.6.1.G

2 **Write informative/explanatory pieces that include:** W.6.2

a A thesis statement, within the introduction, to present the topic; W.6.2.A

b Relevant facts, definitions, concrete details, quotations, or other information or details to develop the topic; W.6.2.B

c Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; W.6.2.C

d Appropriate transitions to clarify relationships among ideas and concepts; W.6.2.D

e Precise language and domain-specific vocabulary; W.6.2.E

f Language appropriate to the audience and purpose; W.6.2.F

g Formatting, graphics, and multimedia to clarify information presented, if needed; W.6.2.G

h Use of credible sources; and W.6.2.H

i A concluding statement or section that follows from the information or explanation presented. W.6.2.I

3 **Write narratives that develop real or imagined sequenced events that include:** W.6.3

a An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; W.6.3.A

b An organized event sequence; W.6.3.B

c Dialogue, pacing, and description to develop experiences, events, and/or characters; W.6.3.C

d 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.D

e Precise language, relevant descriptive details, and sensory language; and W.6.3.E

f A conclusion that follows from the narrated experiences or events. W.6.3.F

4 **Produce clear and coherent writing, in which the development and organization are appropriate to task, purpose, and audience.** W.6.4

5 **With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.** W.6.5

6 **Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing.** W.6.6

7 **Conduct independent research projects to answer a question by:** W.6.7

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a Using multiple sources on a topic; W.6.7.A

b Recording relevant evidence; and W.6.7.B

c Evaluating and determining relevancy of evidence. W.6.7.C

8 **Gather and use relevant information from multiple print and digital resources.** W.6.8

a Assess the credibility of each source. W.6.8.A

b Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. W.6.8.B

c List basic bibliographic information for sources to avoid plagiarism. W.6.8.C

9 **Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.** W.6.9

10 **Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.** W.6.10

Speaking and Listening SL

1 **Participate in discussions about sixth grade topics and texts in small groups or wholeclass settings, following agreed upon rules.** SL.6.1

a Come to discussions prepared (having read and/or studied materials). SL.6.1.A

b Explicitly use the information known about the topic to explore ideas under discussion. SL.6.1.B

c Define individual assigned roles; set specific goals and deadlines as needed. SL.6.1.C

d Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. SL.6.1.D

e Pose and respond to specific questions to clarify or follow up on information. SL.6.1.E

f Demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.1.F

2 **Interpret information presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and explain how it contributes to a text, topic, 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

4 **Present claims and findings using:** SL.6.4

a Logically sequenced ideas; SL.6.4.A

b Relevant descriptions, facts, and details to support main ideas or themes; SL.6.4.B

c Appropriate eye contact; and SL.6.4.C

Clear speech at an understandable pace. SL.6.4.D

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5 **Include multimedia components and visual displays in presentations when appropriate to clarify information.** SL.6.5

6 **Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when appropriate to task or situation.** SL.6.6

Language L

1 **Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** L.6.1

- a Ensure 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. pronouns with unclear or ambiguous antecedents). L.6.1.D
- e Recognize variations from formal American English, determine appropriateness for the intended purpose and audience, and adjust as necessary (e.g., removing slang from a formal presentation). L.6.1.E

2 **Know and apply formal American 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 words accurately, using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. L.6.2.B

3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.6.3

- a Vary sentence structure for meaning, reader/listener interest, and style. L.6.3.A
- b. Maintain consistent style and tone appropriate to the audience and purpose. L.6.3.B

4 **Determine or clarify the meaning of unknown words or multiple-meaning words and phrases.** L.6.4

- a Use context within and beyond a sentence to determine the intended 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 print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech. L.6.4.C

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

a Explain figurative language, including personification, 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 (implied meanings, associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty). L.6.5.C

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6 **Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking.** L.6.6