Oklahoma English Language Arts

Grade 6

Adopted 2021

Listening and Speaking

1. Students will listen and speak effectively in a variety of situations. LS.1

Listening

1. Actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly. 6.1.L.1
2. Actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose. 6.1.L.2

Speaking

1. Work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions. 6.1.S.1
2. Engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings. 6.1.S.2
3. Give formal and informal presentations in a group or individually, organizing information and determining the purpose, content, and form to suit the audience. 6.1.S.3

Reading and Writing Process

b. Students will use a variety of recursive reading and writing processes. RW.2.B

Reading

1. Summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension. 6.2.R.1
2. Analyze details in fiction, poetry, and nonfiction texts to distinguish genres. 6.2.R.2
3. Paraphrase a paragraph in their own words to demonstrate comprehension. 6.2.R.3

Skip to main content

Writing

1. Routinely and recursively prewrite (e.g., develop ideas and plan). 6.2.W.1
2. Routinely and recursively organize and develop ideas to compose a first draft. 6.2.W.2
3. Routinely and recursively revise drafts for intended purpose, audience, and organization (e.g., logical order and transitions). 6.2.W.3
4. Routinely and recursively edit for correct grammar, usage, and mechanics, using various resources. 6.2.W.4
5. Routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests). 6.2.W.5

Critical Reading and Writing

3. **Students will apply critical thinking skills to reading and writing.** CRW.3

Reading

1. Compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives. 6.3.R.1
2. Evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts. 6.3.R.2
3. Analyze how literary elements contribute to the meaning of a literary text:- setting- plot- characters (i.e., protagonist, antagonist)- characterization- conflict (i.e., internal, external)- point of view (i.e., third person limited and omniscient) 6.3.R.3
4. Analyze how literary devices contribute to the meaning of a text:- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)- sound devices (i.e., onomatopoeia, alliteration) 6.3.R.4
5. Identify literary elements and devices that impact a text's theme. 6.3.R.5
6. Categorize facts included in an argument as for or against an issue. 6.3.R.6
7. Analyze how informational text structures support the author's purpose:- compare/contrast- cause/effect- problem/solution- description- sequential 6.3.R.7
8. Analyze one or more ideas from a text, providing textual evidence to support their inferences. 6.3.R.8

Skip to main content

Writing

1. Compose narratives reflecting real or imagined experiences that:- include plots involving characters resolving conflicts- unfold in chronological sequence- include a narrator, precise language, sensory details, and dialogue to enhance the narrative- use sentence variety to create clarity- emulate literary elements and/or literary devices from mentor texts 6.3.W.1
2. Compose informative essays or reports that:- objectively introduce and develop topics- incorporate evidence (e.g., specific facts, details, charts and graphs, data)- maintain an organized structure- use sentence variety and word choice to create clarity- emulate literary devices from mentor texts 6.3.W.2
3. Compose argumentative essays that:- introduce precise claims- organize claims and evidence in a logical sequence- provide relevant evidence to develop arguments, using credible sources- use sentence variety and word choice to create clarity 6.3.W.3

Vocabulary

4. **Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.** V.4

Reading

1. Analyze the relationships among synonyms, antonyms, and analogies. 6.4.R.1
2. Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words. 6.4.R.2
3. Use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words. 6.4.R.3
4. Use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words. 6.4.R.4

Writing

1. Use precise, grade-level vocabulary in writing to clearly communicate ideas. 6.4.W.1
2. Select language in writing to create a specific effect according to purpose. 6.4.W.2

Language

5. **Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.** L.5

Reading

1. Recognize simple, compound, and complex sentences. 6.5.R.1
2. Recognize and explain the impact on meaning of parts of speech in sentences:- nouns- verb tense to signify various times, sequences, conditions, and states- subject and verb agreement- adjectives- prepositional phrases- reflexive pronouns and their antecedents- singular they / them / their- subordinating conjunctions- adverbs- interjections 6.5.R.2

Skip to main content

Writing

1. Compose simple, compound, and complex sentences to add clarity and variety in their writing. 6.5.W.1
2. Add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns. 6.5.W.2
3. Recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person. 6.5.W.3
4. Write using correct capitalization mechanics. 6.5.W.4
5. Write using correct end mark mechanics. 6.5.W.5
6. Write using correct apostrophe mechanics. 6.5.W.6
7. Use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?). 6.5.W.7
8. Use a colon to introduce a quotation from a source (e.g., According to National Geographic , meerkat homes are quite comfortable: "Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun."). 6.5.W.8
9. Use quotation marks to indicate dialogue, quoted material, and titles of works. 6.5.W.9
10. Use underlining or italics to indicate titles of works. 6.5.W.10
11. Use a semicolon to punctuate compound sentences. 6.5.W.11

Research

6. **Students will engage in inquiry to acquire, refine, and communicate accurate information.** R.6

Reading

1. Use their own viable research questions to gather information about a topic. 6.6.R.1
2. Record and organize information from various primary and secondary sources. 6.6.R.2
3. Determine the relevance and reliability of the information gathered. 6.6.R.3

Writing

1. Formulate and refine a viable research question. 6.6.W.1
2. Develop a clear, concise thesis statement. 6.6.W.2
3. Quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. 6.6.W.3
4. Create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two). 6.6.W.4

Skip to main content

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content. ML.7

Reading

R. Compare and contrast the effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives. 6.7.R

Writing

W. Create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience. 6.7.W

Independent Reading and Writing

8. **Students will read and write independently for a variety of purposes and periods of time.** IRW.8

Reading

R. Read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes. 6.8.R

Writing

W. Write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose. 6.8.W