Rhode Island English Language Arts & Literacy

Grade 6

Adopted 2021

Reading Standards for Literature

1. **Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.** RL.1
    1. Cite textual 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. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.2
    2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments. RL.6.2
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.3
    3. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.3
4. **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** RL.4
    4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). RL.6.4
5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.** RL.5
    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.6.5
6. **Assess how point of view or purpose shapes the content and style of a text.** RL.6
    6. Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.6

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7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RL.7

    7. Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text. RL.6.7

8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RL.8

    8. Not applicable. RL.6.8

9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RL.9

    9. Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RL.6.9

10. **Independently and proficiently read and comprehend complex literary and informational texts.** RL.10

    10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. RL.6.10

Reading Standards for Informational Text

1. **Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.** RI.1

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

2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RI.2

    2. Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments. RI.6.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RI.3

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

4. **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** RI.4

    4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. RI.6.4

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5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.** RI.5

    5. Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. RI.6.5

6. **Assess how point of view or purpose shapes the content and style of a text.** RI.6

    6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.6

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RI.7

    7. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. RI.6.7

8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RI.8

    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.6.8

9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RI.9

    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.6.9

10. **Independently and proficiently read and comprehend complex literary and informational texts.** RI.10

    10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. RI.6.10

Writing

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** W.1

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1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. W.6.1
    a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections. W.6.1.A
    b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.B
    c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.C
    d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). W.6.1.D
    e. Provide a concluding statement or section that follows from the argument presented. W.6.1.E

2. **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** W.2
    2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2
        a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.6.2.A
        b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2.B
        c. Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2.C
        d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.D
        e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). W.6.2.E
        f. Provide a concluding statement or section that follows from the information or explanation presented. W.6.2.F

3. **Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.** W.3

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3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. W.6.3

    a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. W.6.3.A

    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.3.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.6.3.C

    d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events. W.6.3.D

    e. Provide a conclusion that follows from the narrated experiences or events. W.6.3.E

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

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

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5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** W.5

    5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.5

        a. Demonstrate command of standard English conventions. W.6.5.A

        b. Demonstrate the ability to select accurate vocabulary. W.6.5.B

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6. **Use technology to produce and publish writing and to interact and collaborate with others.** W.6

    6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.6

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7. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.7

    7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.7

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8. **When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** W.8

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8. When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.8

9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. W.9

9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. W.6.9

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.10

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.6.10

Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.1

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1.A

   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1.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.6.1.C

   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.1.D

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.2

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.2

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.3

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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 information, findings, and supporting evidence such that:
Listeners can follow the line of reasoning.
The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
** SL.4

    4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. SL.6.4

5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.5

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

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

    6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.6.6

Language Standards

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

    1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. L.6.1

        a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing. L.6.1.A

        b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. L.6.1.B

        c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.6.1.C

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

    2. Demonstrate command of the conventions of standard 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 correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). L.6.2.B

3. **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** L.3

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

   a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. L.6.3.A

   b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. L.6.3.B

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4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.4

   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the 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 reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.6.4.C

   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.6.4.D

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

. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.

   a. Interpret figures of speech (e.g., 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 (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). L.6.5.C

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6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. L.6

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. L.6.6

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Reading Standards for Literacy in the Content Areas: History/Social Studies	1. **Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate.** 6-8.RCA-H.1
	2. **Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.** 6-8.RCA-H.2
	3. **Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).** 6-8.RCA-H.3
	4. **Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.** 6-8.RCA-H.4
	5. **Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.** 6-8.RCA-H.5
	6. **Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).** 6-8.RCA-H.6
	7. **Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.** 6-8.RCA-H.7
	8. **Distinguish among fact, opinion, and reasoned judgment in a text.** 6-8.RCA-H.8
	9. **Analyze the relationship between a primary and secondary source on the same topic.** 6-8.RCA-H.9
	10. **Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.** 6-8.RCA-H.10
Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects	1. **Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate.** 6-8.RCA-ST.1
	2. **Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.** 6-8.RCA-ST.2
	3. **Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.** 6-8.RCA-ST.3
	4. **Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.** 6-8.RCA-ST.4
	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. 6-8.RCA-ST.5

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6. **Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.** 6-8.RCA-ST.6

7. **Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).** 6-8.RCA-ST.7

8. **Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.** 6-8.RCA-ST.8

9. **Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.** 6-8.RCA-ST.9

10. **Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.** 6-8.RCA-ST.10

Writing Standards for Literacy in the Content Areas

1. **Write arguments focused on discipline-specific content.** 6-8.WCA.1
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections. 6-8.WCA.1.A
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 6-8.WCA.1.B
   c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence. 6-8.WCA.1.C
   d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). 6-8.WCA.1.D
   e. Provide a concluding statement or section that follows from and supports the argument presented. 6-8.WCA.1.E

2. **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** 6-8.WCA.2
   a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 6-8.WCA.2.A
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 6-8.WCA.2.B
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. 6-8.WCA.2.C
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 6-8.WCA.2.D

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e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). 6-8.WCA.2.E

f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 6-8.WCA.2.F

3. **Not applicable.** 6-8.WCA.3

4. **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** 6-8.WCA.4

5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.** 6-8.WCA.5

6. **Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.** 6-8.WCA.6

7. **Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.** 6-8.WCA.7

8. **When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.** 6-8.WCA.8

9. **Draw evidence from informational texts to support analysis, interpretation, reflection, and research.** 6-8.WCA.9

10. **Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** 6-8.WCA.10

Speaking and Listening Standards for Literacy in the Content Areas

1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.** 6-8.SLCA.1

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) 6-8.SLCA.1.A

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 6-8.SLCA.1.B

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 6-8.SLCA.1.C

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d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 6-8.SLCA.1.D

2. **Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.** 6-8.SLCA.2

3. **Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.** 6-8.SLCA.3

4. **Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.** 6-8.SLCA.4

5. **Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.** 6-8.SLCA.5

6. **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** 6-8.SLCA.6