South Dakota English Language Arts

6th Grade

Reading Literature RL

1 **Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.** 6.RL.1

2 **Determine a theme or central idea(s) of a text.** 6.RL.2

- a Analyze its development over the course of the text. 6.RL.2.A
- b Provide an objective summary of the text. 6.RL.2.B
- c Identify key textual details to support the analysis. 6.RL.2.C

3 **Explain how the plot of a story or drama progresses through its series of events and analyze how characters respond or change as the story moves towards its resolution.** 6.RL.3

4 **Interpret words and phrases as they are used as intended by the author of a text.** 6.RL.4

- a Determine the meaning of words and phrases, including figurative and connotative language. 6.RL.4.A
- b Analyze the impact of a specific word choice on meaning and tone. 6.RL.4.B

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.** 6.RL.5

6 **Explain how an author develops the point of view of the narrator, speaker, and/or the audience.** 6.RL.6

7 **Analyze by comparing and contrasting 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.** 6.RL.7

8 **Not applicable to literature** 6.RL.8

9 **Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.** 6.RL.9

10 **By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6.** 6.RL.10

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a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 6.RL.10.A

b Self-select texts for personal enjoyment, interest, and academic tasks. 6.RL.10.B

c Read widely to understand diverse perspectives and viewpoints. 6.RL.10.C

Reading Informational Text RI

1 **Cite relevant textual evidence to support analysis of what the text says explicitly and inferentially.** 6.RI.1

2 **Determine the central idea(s) of a text.** 6.RI.2

a Analyze its development over the course of the text. 6.RI.2.A

b Identify key textual details to support the analysis. 6.RI.2.B

c Provide an objective summary of the text. 6.RI.2.C

3 **Analyze how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text.** 6.RI.3

4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.** 6.RI.4

5 **Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (main idea and details, sequence, compare and contrast, cause/effect, and problem/solution).** 6.RI.5

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

7 **Integrate information presented in different media or visual formats and in words, developing a coherent understanding of a topic or issue.** 6.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.** 6.RI.8

9 **Compare and contrast two authors' presentations of events on the same topic.** 6.RI.9

10 **By the end of the year, independently read and comprehend informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 6.** 6.RI.10

a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 6.RI.10.A

b Self-select texts for personal enjoyment, interest, and academic tasks. 6.RI.10.B

c Read widely to understand diverse perspectives and viewpoints. 6.RI.10.C

Re Skip to main content **Sk** RF

emonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills

learned in previous grades. 2.RF.1

a Ensure that pronouns are in the proper case (subjective, objective, and possessive). 2.RF.1.A

b Use intensive pronouns (e.g., myself, ourselves, etc.). 2.RF.1.B

c Recognize and correct inappropriate shifts in pronoun number and person. 2.RF.1.C

d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 2.RF.1.D

e Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. 2.RF.1.E

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

a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 2.RF.2.A

b Spell correctly, recognizing that some words have commonly accepted variations (e.g. glamour/glamor); consult references as needed. 2.RF.2.B

3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** 2.RF.3

a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. 2.RF.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. 2.RF.3.B

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.** 2.RF.4

a Use context to determine the meaning of a word or phrase. 2.RF.4.A

b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., audience, auditory, audible, etc.). 2.RF.4.B

c Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 2.RF.4.C

d Verify the preliminary determination of the meaning of a word or phrase. 2.RF.4.D

Language L

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.** 6.L.1

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b Use intensive pronouns (e.g., myself, ourselves, etc.). 6.L.1.B

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a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. 6.L.3.A

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d Verify the preliminary determination of the meaning of a word or phrase. 6.L.4.D

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6.L.5

a Interpret figures of speech (e.g., personification) in context. 6.L.5.A

b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each word. 6.L.5.B

c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). 6.L.5.C

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cquire and use grade-appropriate general academic and domain-specific words nd phrases. 6.L.6

a Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 6.L.6.A

b Apply knowledge of vocabulary to reading, writing, speaking, and listening. 6.L.6.B

Writing W

1 **Write arguments to support claims with clear reasons and relevant evidence.** 6.W.1

a Introduce claim(s) and organize the reasons and evidence clearly. 6.W.1.A

b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W.1.B

c Use varied syntax, words, phrases, and clauses, to clarify the relationships among claim(s) and reasons. 6.W.1.C

d Establish and maintain a formal style. 6.W.1.D

e Provide a concluding statement or section that follows from the argument presented. 6.W.1.E

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2 **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** 6.W.2

a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension. 6.W.2.A

b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 6.W.2.B

c Use appropriate transitions to clarify the relationships among ideas and concepts. 6.W.2.C

d Use precise language and domain-specific vocabulary to inform about or explain the topic. 6.W.2.D

e Establish and maintain a formal style. 6.W.2.E

f Provide a concluding statement or section that follows from the information or explanation presented. 6.W.2.F

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3 **Write narratives and other creative texts (e.g. poetry, graphic stories, digital compositions, memoirs) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** 6.W.3

a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 6.W.3.A

b Use literary and narrative techniques, such as dialogue, pacing, rhythm, description, and poetic devices to develop experiences, events, and/or characters. 6.W.3.B

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c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 6.W.3.C

d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events. 6.W.3.D

e Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre). 6.W.3.E

4 **Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** 6.W.4

5 **Develop and strengthen writing as needed.** 6.W.5

a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach. 6.W.5.A

b Use guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.). 6.W.5.B

6 **Use technology, including digital tools/platforms, to produce and publish writing.** 6.W.6

a Link to and cite sources with a standard format such as MLA or APA. 6.W.6.A

b Interact and collaborate with others. 6.W.6.B

c Demonstrate sufficient command of keyboarding skills to produce writing with a minimum of two-three pages in a single sitting. 6.W.6.C

7 **Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.** 6.W.7

8 **ather relevant information from multiple print and digital sources.** 6.W.8

a Assess the credibility of each source. 6.W.8.A

b Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W.8.B

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

10 **Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.** 6.W.10

Speaking and Lis

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1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, nd teacher-led) with partners on grade 6 topics, texts, and issues, building on thers' ideas and expressing their own clearly.** 6.SL.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 respond, probe, and reflect on ideas under discussion. 6.SL.1.A

b Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 6.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. 6.SL.1.C

d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 6.SL.1.D

e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. 6.SL.1.E

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.** 6.SL.2

3 **Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.** 6.SL.3

4 **Present claims and findings appropriate to the purpose and audience.** 6.SL.4

a Use pertinent descriptions, facts, and details to accentuate main ideas or themes. 6.SL.4.A

b Use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation. 6.SL.4.B

5 **Include relevant multimedia components and visual displays in presentations to clarify information.** 6.SL.5

6 **Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)** 6.SL.6