Wisconsin English Language Arts

Grade 6

Adopted 2020

Reading

Key Ideas and Details

1. Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. R.6.1
2. Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. R.6.2
3. In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution.
In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. R.6.3

Craft and Structure

4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. R.6.4
5. In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot.
In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. R.6.5
6. In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts.
In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. R.6.6

Integration of Knowledge and Ideas

7. Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. R.6.7
8. Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. R.6.8
9. Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. R.6.9

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Writing

Text Types and Purposes

1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. W.6.1
2. Write text in a variety of modes: W.6.2
   a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory. W.6.2.A
   b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2.B
   c. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. W.6.2.C
3. Create writing that utilizes: W.6.3
   a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. W.6.3.A
   b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. W.6.3.B
   c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. W.6.3.C

Production and Distribution of Writing

4. Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. W.6.4
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.5
6. Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose. W.6.6

Inquiry to Build and Present Knowledge

7. Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.7
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.8

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9. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. W.6.9

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. SL.6.1
   a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. SL.6.1.A
   b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). 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 an understanding of multiple perspectives through reflection and paraphrasing. SL.6.1.D
2. Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. SL.6.2
3. Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.3

Presentation of Knowledge and Ideas

4. Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. SL.6.4
5. Include multimedia components and visual displays in presentations to clarify and enhance information. SL.6.5

Language

Knowledge of Language

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1. Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. L.6.1

    a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. L.6.1.A

    b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). L.6.1.B

    c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.6.1.C

    d. Maintain consistency in style and tone. L.6.1.D

Vocabulary Acquisition and Use

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. L.6.2

    a. 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.6.2.A

    b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. L.6.2.B

3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.3

    a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. L.6.3.A

    b. Interpret figures of speech (e.g., personification) in context. L.6.3.B

    c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words. L.6.3.C

    d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, unwasteful, thrifty). L.6.3.D

4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. L.6.4

Conventions of Standardized English

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5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: L.6.5

    a. Use of objective, subjective, possessive, and intensive pronouns. L.6.5.A

    b. Strategies to improve expression in conventional language. L.6.5.B

6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: L.6.6

    a. Commas, parentheses, and dashes. L.6.6.A

    b. Correct spelling. L.6.6.B