

ENGLISH/LA AERO STANDARDS – MIDDLE SCHOOL GRADE 6

READING

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression.

In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluent reading encompasses three key elements: *accurate* reading of connected text at a conversational *rate* with appropriate expression (Hudson, Mercer, & Lane, 2000). Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

READING LITERATURE - RL

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Key Ideas and Details

RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade 6

a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

Grade 6

a. Determine a theme or central idea of a text and how it is conveyed through particular details.

b. Provide a summary of the text distinct from personal opinions or judgments.

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

Grade 6

a. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot progresses.

Craft and Structure

RL.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.

Grade 6

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

b. Analyze the impact of a specific word choice on meaning and tone.

RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 6

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

a. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.7 Integrate and evaluate content presented in diverse formats and media, including

print and digital resources.

Grade 6

a. Compare and contrast 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.

RL.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.

Grade 6

Not applicable to Literature

RL.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.

Grade 6

a. 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.

Range of Reading and Level of Text Complexity

RL.10 Read and comprehend complex literary and informational texts independently and

proficiently. Grade 6

a. By the end of the year, read proficiently and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band , with scaffolding as needed at the high end of the range.

READING INFORMATIONAL TEXTS - RI

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Key Ideas and Details

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

Grade 6

a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

Grade 6

a. Determine a central idea of a text and how it is conveyed through particular details.

b. Provide a summary of the text distinct from personal opinions or judgments.

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

Grade 6

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

Craft and Structure

RI.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.

Grade 6

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

RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 6

a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

Grade 6

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

Integration of Knowledge and Ideas

RI.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

Grade 6

a. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.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.

Grade 6

a. Delineate 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.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.

Grade 6

a. 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).

Range of Reading and Level of Text Complexity

RI.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade 6

a. By the end of the year read proficiently and comprehend literary nonfiction in the grades 6–8 text complexity band, with scaffolding as needed at the high end of the range.

READING FOUNDATIONAL SKILLS - RF

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word

identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context,

graphics).

These skills represent key learnings in grades K-5 and generally do not apply to grades 6-8.

WRITING

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

WRITING - W

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Text Type and Purposes

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

Grade 6

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

W.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.

Grade 6

- 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), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade 6

- 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.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

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

Grade 6

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

Production and Distribution of Writing

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

Grade 6

a. 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. (Editing for conventions should demonstrate command of Language Foundations standards 1–3 up to and including grade 6).

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade 6

a. Use technology, including the Internet, 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.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade 6

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

W.8 Gather relevant information from multiple print and digital sources, assess the

credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade 6

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

Grade 6

a. Apply grade 6 Reading standards to literature (e.g., “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”).

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).

Range of Writing

W.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.

Grade 6

a. 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.

LISTENING AND SPEAKING

Besides being an essential aspect of communication, listening and speaking are necessary fundamentals of reading and writing.

Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking. Listening and speaking skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of listening and speaking is performance in diverse academic settings—including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are critical as well.

LISTENING AND SPEAKING - LS

Students use speaking, listening, and information literacy to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Comprehension and Collaboration

LS.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.

Grade 6

a. 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.

1. 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.

2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

3. Pose and respond to specific questions with elaboration and detail by making comments

that contribute to the topic, text, or issue under discussion.

4. Review the key ideas expressed and demonstrate understanding of multiple perspectives

through reflection and paraphrasing.

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

Grade 6

a. 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.

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

Grade 6

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

Presentation of Knowledge and Ideas

LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade 6

a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 6

a. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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

Grade 6

a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3)

LANGUAGE FOUNDATION

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.

The Language strand includes the essential "rules" of standard written and spoken English. To ensure development of effective reading and writing, students must gain an understanding of the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read and to be able to use language to make meaning as they write. Knowledge about the conventions of language is critical and must be supported by practical implementation of students' knowledge and skills as they construct meaning.

Language skills are essential tools not only because they serve as the necessary basis for further learning but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

LANGUAGE FOUNDATIONS - LF

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Conventions of Standard English

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

Grade 6

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 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.

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

Grade 6

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

Knowledge of Language

LF.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.

Grade 6

- a. Vary sentence patterns for meaning, reader/ listener interest and style.
- b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

LF.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.

Grade 6

- 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.
- b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 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.
- 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).

LF.5 Demonstrate understanding of word relationships and nuances in word meanings.

Grade 6

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

LF.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 when considering a word or phrase important to comprehension or expression.

Grade 6



a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.