

**Frankfort School District 157c**  
**English Language Arts Curricular Expectations**

**Grade: 6**

• **Skills students should know and be able to do by the end of 6<sup>th</sup> grade**

Reading for Literature	Reading for Information	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> <li>• Cite textual evidence to support the text.</li> <li>• Describe how a plot unfolds and how the characters respond or change.</li> <li>• Determine meaning of words in text and analyze word choice.</li> <li>• Analyze how the overall structure of a text contributes to theme, setting, and plot.</li> <li>• Read and comprehend literature in text complexity band proficiently with scaffolding at the high end of the range.</li>   <li>• Determine a central idea and provide a summary.</li> <li>• Explain how the author develops point of view in text.</li> <li>• Compare and contrast reading a story, drama, or poem to listening or viewing.</li> <li>• Compare and contrast texts in different genres in terms of their approaches to themes and topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Cite textual evidence to support the text.</li> <li>• Determine a central idea and provide a summary.</li> <li>• Determine the meaning of words and phrases as they are used in a text.</li> <li>• Determine and explain an author's point of view or purpose.</li> <li>• Analyze how a text contributes to the development of the ideas.</li>   <li>• Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.</li> <li>• Compare and contrast events with that of another</li> <li>• Analyze in detail and elaborate in the text.</li> <li>• Trace and evaluate the argument and claims in a text, distinguish claims by reasons and evidence from claims that are not.</li> <li>• Read and comprehend nonfiction in the grades 6-8 complexity band proficiently, with scaffolding.</li> </ul>	<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Introduce claims and organizes the reasons and evidence clearly.</li> <li>• Support our claims with clear reasons and relevant evidence and credible sources.</li> <li>• Clarify the relationships among claims and reasons.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement that follows the argument.</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</li> <li>• 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.</li> <li>• Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.</li> <li>• Use transitions to convey sequence and signal shifts from one time frame or setting to another.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• Use technology 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.</li> <li>• Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> <li>• 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.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• Come to discussions prepared, having read or studied required material.</li> <li>• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>• Interpret information presented in diverse media and formats.</li> <li>• Explain how information contributes to a topic, text, or issue.</li> <li>• Come to discussions prepared, having read or studied required material.</li> <li>• Present claims and findings.</li> <li>• Sequence ideas logically and using descriptions, facts, and details to accentuate main ideas or themes.</li> <li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>• Delineate a speaker's argument and specific claims.</li> <li>• Distinguish claims that are supported by reasons and evidence from claims that are not.</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>• Include multimedia components and visual displays in presentations to clarify information.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• Recognize variations from Standard English in their own writing and speaking. Use strategies to improve expression.</li> <li>• Demonstrate command of the conventions of Standard English when writing.</li> <li>• Spell correctly.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• Determine and clarify the meaning of unknown and multiple-meaning words and phrases using a range of strategies.</li> <li>• Use context as a clue to the meaning of word or phrase.</li> <li>• 4b. Use Greek/Latin affixes and roots as clues to the meaning of a word.</li> <li>• Consult a variety of reference materials to find the pronunciation of a word and/or to determine/clarify its precise meaning or part of speech.</li> <li>• Use the relationship between particular words to better understand each of the words.</li> <li>• Distinguish among the connotations of words with similar denotations.</li> <li>• Acquire and use accurately academic and domain specific words and phrases. Gather vocabulary knowledge when considering a word/phrase important to comprehension or expression.</li> <li>• Use punctuation to set off nonrestrictive/parenthetical elements.</li> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Maintain consistency in style and</li> </ul>

		<ul style="list-style-type: none"> <li>• Apply grade 6 Reading standards to literature.</li> <li>• Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, &amp; audiences.</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>• Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement that follows from the information or explanation presented.</li> <li>• 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.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• Apply grade 6 Reading standards to literary nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<p>tone.</p> <ul style="list-style-type: none"> <li>• Verify the preliminary determination of the meaning of a word or phrase.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Interpret figures of speech in content.</li> <li>• Ensure that pronouns are in the proper case.</li> <li>• Use intensive pronouns.</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Recognize and correct vague pronouns...</li> </ul>
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