

# DUSD Essential Standards for ELA

## Sixth Grade

### Arizona 6th Grade ELA Standards

<b>Reading for Literature</b> 24-31%	<b>RL.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	<b>RL.2</b>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	<b>RL.3</b>	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 moves toward a resolution.
	<b>RL.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	<b>RL.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.
	<b>RL.9</b>	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>Reading for Informational Text</b> 30-38%	<b>RI. 1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	<b>RI.2</b>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	<b>RI.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
	<b>RI.5</b>	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.
	<b>RI.8</b>	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.
	<b>RI.9</b>	Compare and contrast one author's presentation of events with that of another author.
<b>Writing and Language</b>	<b>W.1</b>	Write arguments to support claims with clear reasons and relevant evidence.

30-38%		
	<b>W.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	<b>W.4</b>	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.)
	<b>L.1</b>	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, and 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.
	<b>L.2</b>	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use correct spelling.
Speaking and Listening 0-13%	<b>SL.2</b>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
	<b>SL.3</b>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.