OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS

6th Grade

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 6th Grade

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading-Students will develop and apply effective communication skills through speaking and active listening.	
6.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
6.1.R.2	Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
6.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
Writing-Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.
6.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Fluency-Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.	
2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.	
Reading-Students will read and comprehend increasingly complex literary and informational texts.	
6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.R.3	Students will paraphrase main ideas with supporting details in a text.
Writing - Students will develop and strengthen writing by engaging in a recursive process that includes planning, prewriting, drafting, revising, editing, and publishing.	
6.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
6.2.W.2	Students will plan (e.g., outline) and prewrite a first draft as necessary.
6.2.W.3	Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.
6.2.W.4	Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.
6.2.W.5	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).
3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.	
Reading-Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
6.3.R.1	Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.

6.3.R.2	Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.
6.3.R.3	Students will analyze how key literary elements contribute to the meaning of the literary work: • setting • plot • characters *(i.e., protagonist, antagonist)* • characterization • theme • conflict *(i.e., internal and external)*
6.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism* • tone* **Students will find textual evidence when provided with examples.*
6.3.R.5	Students will categorize facts included in an argument as for or against an issue.
6.3.R.6	Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.
6.3.R.7	Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.
Writing-Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
6.3.W.1	**NARRATIVE** Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.
6.3.W.2	**INFORMATIVE** Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.
6.3.W.3	**OPINION - Grade Level Focus** Students will clearly state an opinion supported with facts and details.
6.3.W.4	Students will show relationships among facts, opinions, and supporting details.
4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading-Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex

	homographs and homonyms.
6.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
Writing-Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
6.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading-Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
6.5.R.1	Students will recognize simple and compound sentences to signal differing relationships among ideas.
6.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.
6.5.R.3	Students will recognize the subject and verb agreement.
Writing-Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
6.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.
6.5.W.2	Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.
6.5.W.3	Students will use intensive and reflexive pronouns.
6.5.W.4	Students will recognize and correct inappropriate shifts in pronoun number and person.
6.5.W.5	Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
6: Research-Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading-Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
6.6.R.1	Students will use their own viable research questions to find information about a specific topic.
6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital).
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.
Writing-Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
6.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).
6.6.W.2	Students will refine and formulate a viable research question and/or topic from initial findings.
6.6.W.3	Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.
6.6.W.4	Students will summarize and present information in a report.
7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading-Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
6.7.R.1	Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.
6.7.R.2	Students will analyze the impact of selected media and formats on meaning.
Writing-Students will create multimodal texts to communicate knowledge and develop arguments.	
6.7.W.1	Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.
6.7.W.2	Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.

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8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading-Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
6.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
Writing-Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
6.8.W	Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.