

## Reading Standards for Literature (DOA.RL.6)

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
<b>Key Ideas and Details</b>		
DOA.RL.6.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
DOA.RL.6.2	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 and judgement.	<b>R_ Key Ideas and Details</b> <i>Central Ideas, Themes, and Summaries</i>
DOA.RL.6.3	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>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.	<b>R_ Craft and Structure</b> <i>Language Usage</i>
DOA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of text and contributes to the development of the them, setting or plot.	<b>R_ Craft and Structure</b> <i>Analyzing Text Structure</i>
DOA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	<b>R_ Craft and Structure</b> <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RL.6.7	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.	
DOA.RL.6.9	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>R_ Integration of Knowledge and Ideas</b> <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>R_ Progress with Text Complexity</b> <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

<b>Reading Standards for Informational Text (DOA.RI.6)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Key Ideas and Details</b>		
DOA.RI.6.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RI.6.2	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 and judgement.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	R_ Craft and Structure <i>Language Usage</i>
DOA.RI.6.5	Analyze a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RI.6.7	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.	
DOA.RI.6.8	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.	R_ Integration of Knowledge and Ideas <i>Analyzing Arguments</i>
DOA.RI.6.9	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).	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RI.6.10	By the end of the year, read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	R_ Progress with Text Complexity <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

<b>Writing Standards (DOA.W.6)</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>STANDARDS</b>		
<b>Text Types and Purposes</b>		
DOA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	W_ Ideas and Analysis
DOA.W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	W_ Development and Support
DOA.W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W_ Organizing
DOA.W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	W_ Language Use and Conventions
DOA.W.6.1d	Establish and maintain a formal style.	<i>Generating Ideas</i>
DOA.W.6.1e	Provide a concluding statement or section that follows from the argument presented.	<i>Developing and Sustaining Ideas</i>
DOA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<i>Organizing Ideas</i>
DOA.W.6.2a	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.	<i>Communicating Ideas</i>
DOA.W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W_ Ideas and Analysis
DOA.W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	W_ Development and Support
DOA.W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W_ Organizing
DOA.W.6.2e	Establish and maintain a formal style.	W_ Language Use and Conventions
DOA.W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	<i>Generating Ideas</i>
DOA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<i>Developing and Sustaining Ideas</i>
DOA.W.6.3a	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.	<i>Organizing Ideas</i>
DOA.W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<i>Communicating Ideas</i>

## Writing Standards (DOA.W.6) continued...

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
DOA.W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>W_ Ideas and Analysis</b> <b>W_ Development and Support</b> <b>W_ Organizing</b> <b>W_ Language Use and Conventions</b> <i>Generating Ideas</i> <i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
DOA.W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
DOA.W.6.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
<b>Production and Distribution of Writing Standards</b>		
DOA.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>E_ Production of Writing</b> <b>E_ Knowledge of Language</b> <i>Text Purpose and Topic Development</i> <i>Organization</i> <i>Clarity and Style</i>
DOA.W.6.5	<b>With some guidance and support from peers and adults</b> , develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.	
DOA.W.6.6	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.	
<b>Research to Build and Present Knowledge Standards</b>		
DOA.W.6.7	Conduct short research projects to answer a question, drawing on several sources refocusing the inquiry when appropriate.	
DOA.W.6.8	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.	
DOA.W.6.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
DOA.W.6.9a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and 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”).	
DOA.W.6.9b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons an evidence from claims that are not”).	

## Writing Standards (DOA.W.6) continued...

### STANDARDS

**ACT Reporting Category**  
**ACT Knowledge and Skills**

#### Range of Writing Standards

DOA.W.6.10	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 discipline-specific tasks, purposes, and audiences.
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## Speaking and Listening Standards (DOA.SL.6)

### Comprehension and Collaboration

DOA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 <i>topics, texts, and issues</i> building on others' ideas and expressing their own clearly.
DOA.SL.6.1a	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.
DOA.SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
DOA.SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOA.SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOA.SL.6.2	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.
DOA.SL.6.3	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

DOA.SL.6.4	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.
DOA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
DOA.SL.6.6	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate

<b>Language Standards (DOA.L.6)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
Conventions of Standard English		
DOA.L.6.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	E_ Conventions of Standard English <i>Sentence Structure</i> <i>Using Conventions</i>
DOA.L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	
DOA.L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	
DOA.L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	E_ Conventions of Standard English <i>Punctuation and Capitalization</i>
DOA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
DOA.L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
DOA.L.6.2b	Spell correctly.	
Knowledge of Language		
DOA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	E_ Knowledge of Language <i>Clarity and Style</i>
DOA.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	
DOA.L.6.3d	Maintain consistency in style and tone.	
Vocabulary Acquisition and Use		
DOA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	R_ Craft and Structure R_ Progress with Text Complexity <i>Language Use</i>
DOA.L.6.4a	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.	
DOA.L.6.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	
DOA.L.6.4c	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.	
DOA.L.6.4d	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).	

<b>Language Standards (DOA.L.6) continued...</b>		
<b>STANDARDS</b>		<b>ASSESSMENT &amp; NOTES</b>
DOA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>R_ Craft and Structure</b> <b>R_ Progress with Text Complexity</b> <i>Language Use</i>
DOA.L.6.5a	Interpret figures of speech (e.g., personification) in context.	
DOA.L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
DOA.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un-wasteful, thrifty</i> ).	
DOA.L.6.6	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.	<b>R_ Craft and Structure</b> <b>R_ Progress with Text Complexity</b> <i>Language Use</i>