

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SIXTH GRADE**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

**Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)
Reading Standards: Foundational Skills (RF)
Writing (W)
Speaking and Listening (SL)
Language (L)**

READING STANDARDS FOR LITERATURE

Key Ideas and Details

6.RL.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Recognize explicit textual evidence
- Recognize inferences made in text
- Cite explicitly stated textual evidence
- Analyze text to infer

6.RL.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 or judgments.

- Define and understand theme or central ideas
- Identify details supporting the main idea or theme
- Analyze supporting details
- Distinguish between textual facts and personal opinions or judgments
- Summarize a text based on facts

6.RL.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.

- Recall a series of episodes from a particular story or drama
- Identify character response or change
- Summarize how a plot unfolds in episodes
- Analyze how character(s) respond or change towards resolution

Craft and Structure

6.RL.4 – 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.

- Identify figurative and connotative words and phrases
- Recognize meaning and tone in a text
- Interpret figurative and connotative meanings
- Analyze the impact of word choice on meaning and tone

6.RL.5 – 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.

- Define the various structures of literacy text
- Recognize the theme, setting, or plot
- Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text

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▪ Analyze how particular structure contributes to development of theme, setting, or plot
6.RL.6 – Explain how an author develops the point of view of the narrator or speaker in a text.

- Explain point of view through a narrator or speaker
- Explain how an author develops different points of view
- Identify details used to develop point of view
- Recognize author’s strategies to develop point of view

Integration of Knowledge and Ideas

6.RL.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.

- Recognize the differences of multiple text formats – text, audio, visual, live performance
- Evaluate the value of multiple text formats – text, audio, visual, live
- Contrast what is seen/heard in a text when visually/auditory presented to what is experienced when read

6.RL.8 – Not applicable

6.RL.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.

- Analyze how stories of different genre approach a similar theme and topic
- Compare and contrast how stories of the same genre approach a similar theme and topic.

Range of Reading and Level of Text Complexity

6.RL.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.

- Identify and comprehend key ideas, details, craft and structure, and integration of knowledge

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

6.RI.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Identify textual evidence supporting analysis
- Recognize textual evidence that supports inferences of text
- Summarize and cite the evidence that supports explicit analysis and inferences

6.RI.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 or judgments.

- Define the central idea of a text and how it is conveyed through particular details
- Recall central idea devoid of personal opinion and judgment
- Summarize details supporting the central idea in a non-biased summary

6.RI.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).

- Identify key ideas, events, and ideas about individuals
- Define anecdote
- Analyze how key individuals, events, and ideas are introduced, illustrated, and elaborated

Craft and Structure

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6.RI.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- Identify figurative, connotative, and technical words and phrases
- Determine the meaning of figurative, connotative, and technical words and phrases

6.RI.5 – 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.

- Recognize text structure through chronology, comparison, cause/effect, and problem/solution
- Analyze how particular sentences, paragraphs, chapters, or sections fit textual structure
- Analyze how sentences, paragraphs, chapters, or sections contribute to idea development

6.RI.6 – Determine and author’s point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about American Indians.

- Identify details or examples developing the point of view or purpose
- Explain how the author conveys his/her point of view

Integration of Knowledge and Ideas

6.RI.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.

- Access and integrate information from different media, formats, or texts
- Demonstrate understanding using information from various media/format

6.RI.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. Include texts by and about American Indians.

- Recall arguments and claims of a text
- Identify reasons and evidence
- Summarize the argument and specific claims
- Evaluate the argument and claims for support

6.RI.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). Include texts by and about American Indians.

- Identify events common in two or more texts
- Compare/contrast the events depicted by different authors

Range of Reading and Level of Text Complexity

6.RI.10 – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the end of the range.

- Identify and comprehend informational text key ideas, details, craft and structure, and integration of knowledge

WRITING

Text Types and Purposes

6.W.1. – Write arguments to support claims with clear reasons and relevant evidence.

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

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6.W.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- Use appropriate transitions to clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from the information or explanation presented

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

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

Production and Distribution of Writing

6.W.4 – Produce clear and coherent writing in which the development, organization, and style area appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

- Analyze the reason for writing to decide on task, purpose, or audience
- Determine suitable idea development, organization and style strategies

6.W.5 – 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 Standards 1-3 up to and including grade 6.)

- Recognize how to plan, revise, edit, rewrite, and try a new approach
- Know how to edit for conventions
- Develop and strengthen writing by planning, revising, editing, rewriting, or typing a new approach

6.W.6 – 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.

- Know how to download, save, upload, attach documents
- Select tools for communicating and collaborating
- Evaluate technology tools for collaboration, producing and publishing

Research to Build and Present Knowledge

6.W.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians

- Select appropriate research and inquiry methods
- Select multiple resources to conduct short research projects

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- Evaluate sources to answer a research question
- Narrow/refocus the inquiry by selecting information from multiple sources

6.W.8. – Gather relevant information from multiple oral, 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.

- Recognize a credible source and plagiarism
- Summarize information from print and digital sources
- Assess the credibility of each source

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

- 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”)
- 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

6.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 discipline-specific tasks, purposes, and audiences.

- Identify task, purpose and audience for various types of writing
- Identify and understand the various organizational structures
- Determine when to write for short or extended time frames
- Determine appropriate organizational structures for various writing

SPEAKING AND LISTENING

Comprehension and Collaboration

6.SL.1 – 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.

- 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
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- Review the key ideas expressed and demonstrate understanding of multiple perspective through reflection and paraphrasing

6.SL.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.

- Identify details and information that contribute to the topic, text, and issues studied
- Visually, quantitatively, and orally interpret information presented in various media and formats
- Explain how information contributes to a topic, text, or to an issue

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6.SL.3 – Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

- Define and identify arguments, claims, reason, and evidence
- Distinguish between supported and unsupported claims
- Delineate a speaker’s argument and specific claims

Presentation of Knowledge and Ideas

6.SL.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.

- Identify findings claims, descriptions, facts, and details
- Recognize appropriate eye contact, volume, and pronunciation
- Determine logical sequence and pertinent descriptions
- Determine facts and details that accentuate ideas or themes

6.SL.5 – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- Clarify information
- Determine what multimedia components and visual displays best clarify information in presentations

6.SL.6 – Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)

- Identify formal and informal settings
- Describe the qualities of formal and informal speech
- Distinguish between formal and informal speech
- Evaluate if formal or informal speech is appropriate in the context of a given situation

LANGUAGE

Conventions of Standard English

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

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself*, *ourselves*)
- Recognize and correct inappropriate shifts in pronoun number and person
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language

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

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

Knowledge of Language

6.L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Vocabulary Acquisition and Use

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6.L.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.

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

6.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

6.L.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.

- Identify general academic and domain-specific words and phrases
- Gather vocabulary knowledge important to comprehension or expression
- Accurately use words important to the comprehension of general academic and domain-specific words
- Apply vocabulary knowledge when considering words important to comprehension of expression
- Select appropriate resources to aid in gathering vocabulary knowledge