

North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 6

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 6-8	RL.1	Read closely to comprehend text a) Cite textual evidence to support analysis of what the text says explicitly. b) Cite textual evidence to support inferences drawn from the text. c) Provide a summary of the text excluding personal opinions or judgments.	textual evidence, inference, cite, explicit, objective, summarize, details
	RL.2	Determine a theme or central idea of a text and explain how it is conveyed through particular details.	theme, central idea, objective, summarize, details, explicit
	RL.3	Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.	drama, plot, exposition, rising action, climax, falling action, resolution, conflict
	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. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm).	figurative language, connotation
Reading Standards for Informational/Nonfiction Text 6-8	RI.1	Read closely to comprehend text a) Cite textual evidence to support analysis of what the text says explicitly. b) Cite textual evidence to support inferences drawn from the text. c) Provide an objective (excluding personal opinions or judgments) summary of the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)	inference, textual evidence, analysis, conclusion, explicitly, objective, summary
	RI.2	Determine a central idea of a text and explain how it is conveyed through particular details.	central idea
	RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	figurative language, connotation, technical meaning
	RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	point of view, author's purpose



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	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. (Supported claims may include historical or scientific evidence; non-supported claims may include propaganda and advertising.)	trace, evaluate, claim, reasons, evidence
Writing Standards 6-8	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. <ul style="list-style-type: none"> a) 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 aid comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal writing style. f) Provide a concluding statement or section that follows from the information or explanation presented. 	informative, explanatory, introduction, conclusion, concrete details, examples, quotations
	W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a) 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. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e) Provide a conclusion that follows from the narrated experiences or events. 	introduction, conclusion, characters, narrator, dialogue, transitions, event sequence
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)	clear, coherent, development, organization, style, audience



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	W.9	<p>Incorporate evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a) Apply <i>grade 6 Reading standards</i> to literature. (e.g., Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.) b) 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 and evidence from claims that are not.) 	evidence, analysis, reflection, research
Speaking and Listening Standards 6-8	SL.1	<p>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.</p> <ul style="list-style-type: none"> a) 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 explore and reflect on ideas being discussed. b) Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	collaborative discussions



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Language Standards 6-8	<p>L.1 Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Recognize and correct inappropriate shifts in verb tense. b) Ensure that pronouns are in the proper case (subjective, objective, possessive). c) Recognize and correct inappropriate shifts in pronoun number and person. d) Explain the function of coordinating conjunction e) Use coordinating and subordinating conjunctions. <p>Practice:</p> <ul style="list-style-type: none"> f) Produce complex and compound-complex sentences. g) Rearrange complete simple and compound sentences of a variety of lengths. h) Ensure pronoun-antecedent agreement. i) Use correlative conjunctions (e.g., either/or, neither/nor). j) Resolve issues of complex or contested usage, consulting reliable references as needed. <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> k) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. l) Explain the function of and use linking verbs. m) Use verb tense to convey various times and sequences. n) Use relative pronouns (who, whose, whom, which, that). o) Explain the function of pronouns. p) Use relative adverbs (where, when, why). 	<p>complete sentences, fragments, run-ons, linking verbs, verb tense, relative pronouns, relative adverbs</p>
	<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) No new skills are introduced in sixth grade. <p>Practice:</p> <ul style="list-style-type: none"> a) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position based spelling, syllable patterns, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none"> b) Use commas and quotation marks in dialogue. c) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). 	<p>commas, quotation marks, dialogue, prefixes, suffixes</p>



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L.4	<p>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.</p> <ul style="list-style-type: none">a) 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.b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).c) 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.	context, Greek or Latin affixes
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