

North Dakota English Language Arts & Literacy Content Standards

Grade 6 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



How to Read This Document

Example: 6.RL.1

“6.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “6” at the beginning was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

Prioritized Standards

Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
6.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.	✓	✓	✓	✓	✓	5
6.RL.2	Determine a theme or central idea of a text and explain how it is conveyed through particular details.	✓	✓		✓	✓	4
6.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.	✓	✓	✓	✓	✓	5

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Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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.	✓	✓	✓	✓	✓	5
6.RL.6	Explain how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

No standards were prioritized within this cluster.

Range of Reading and Level of Text Complexity:

No standards were prioritized within this cluster.

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
6.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.	✓	✓	✓	✓	✓	5
6.RI.2	Determine a central idea of a text and explain how it is conveyed through particular details.	✓	✓		✓	✓	4

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Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓	✓	✓	5
6.RI.5	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	✓	✓		✓	✓	4
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
6.RI.7	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.	✓	✓		✓	✓	4
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.	✓	✓	✓	✓	✓	5

Range of Reading and Level of Text Complexity

No standards were prioritized within this cluster.

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Writing

Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
6.W.1	<p>Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses as transitions to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal writing style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	✓	✓	✓	✓	✓	5
6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal writing style.</p> <p>f. Provide a concluding statement or section that</p>	✓	✓	✓	✓	✓	5

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	follows from the information or explanation presented.						
6.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	✓	✓	✓	✓	✓	5

Production, Distribution and Range of Writing:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
6.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.)	✓	✓		✓	✓	4

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Research to Build and Present Knowledge:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
6.W.8	Gather relevant information from multiple print and digital sources. a. Assess the credibility of each source. b. Quote or paraphrase the information and conclusions of others. c. Avoid plagiarism. d. Provide basic bibliographic information for sources.	✓	✓	✓		✓	4
6.W.9	Incorporate evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards 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 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.)	✓	✓		✓	✓	4

Speaking and Listening

Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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. 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	✓	✓	✓		✓	4

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	<p>specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>						
6.SL.3	Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓		✓	✓	4

Presentation of Knowledge and Ideas:

No standards were prioritized within this cluster.

Language

Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
6.L.1	<p>Within the context of authentic English writing and speaking...</p> <p><u>Introduce:</u></p> <p>a. Recognize and correct inappropriate shifts in verb tense.</p> <p>b. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Explain the function of coordinating conjunction.</p> <p>e. Use coordinating and subordinating conjunctions.</p> <p><u>Practice:</u></p> <p>f. Produce complex and compound-complex sentences.</p> <p>g. Rearrange complete simple and compound sentences of a variety of lengths.</p> <p>h. Ensure pronoun-antecedent agreement.</p>	✓	✓	✓	✓	✓	5

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	<p>i. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>j. Resolve issues of complex or contested usage, consulting reliable references as needed.</p> <p><u>Demonstrate proficiency in:</u></p> <p>k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>l. Explain the function of and use linking verbs.</p> <p>m. Use verb tense to convey various times and sequences.</p> <p>n. Use relative pronouns (who, whose, whom, which, that).</p> <p>o. Explain the function of pronouns.</p> <p>p. Use relative adverbs (where, when, why).</p>						
6.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Introduce:</u></p> <p>a. No new skills are introduced in sixth grade.</p> <p><u>Practice:</u></p> <p>b. 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> <p><u>Display proficiency in:</u></p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	✓	✓	✓	✓	✓	5

Knowledge of Language:

No standards were prioritized within this cluster.

Vocabulary Acquisition and Use:

No standards were prioritized within this cluster.

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