



ADW GRADE 6 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core Concepts	Key terms
LA.6.WRFV.1	Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	<ul style="list-style-type: none">• Reading with fluency and accuracy supports comprehension.• Fluent reading includes: accuracy, appropriate rate, word stress, phrasing, and pausing.• Effective readers monitor their understanding of text by adjusting their strategies.• Readers slow down to problem-solve words or complex language and then resume a normal pace.	<ul style="list-style-type: none">• Fluency• Phrasing• Inflections



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READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core Concepts	Key terms
LA.6.WRFV.2	Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings	<ul style="list-style-type: none">• Figurative language is used by authors to be more effective, impactful, persuasive, or to connect to the reader's senses. Interpretation of these words involves determining their technical, connotative, and figurative meanings as well as how their use shapes the theme and tone of the piece.• Additionally, identifying how an author uses them can help reader understand the author's purpose.	<ul style="list-style-type: none">• Figurative language• Similes• Implied comparisons• Metaphors
LA.6.WRFV.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	<ul style="list-style-type: none">• Many foreign words are part of commonly used both in speaking and writing. Knowledge the history of words, their origins, and their meaning supports their appropriate use.	<ul style="list-style-type: none">• Word origins



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READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core Concepts	Key terms
LA.6.WRFV.4	Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	<ul style="list-style-type: none">• The meaning of surrounding text (Individual words, sentences, and paragraphs) can help identify the meaning of unknown words within a text. Readers use these clues to support comprehension and can articulate how those clues have led to an understanding of the text.	<ul style="list-style-type: none">• Context clues
LA.6.WRFV.5	Understand and explain slight differences in meaning in related words.	<ul style="list-style-type: none">• Many related words are similar in meaning.• Depending on their use in text words with similar meanings may or may not be able to be used interchangeably.• Readers can identify whether related words can be used interchangeably through context.	<ul style="list-style-type: none">• Synonyms• Context



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READING: Comprehension (c)	Standard	Core Concepts	Key terms
LA.6.RC.1	Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	<ul style="list-style-type: none">• Informational texts and media often contain structural and organizational features that provide specific information and expand on narrative information, supporting overall comprehension.• Strategic readers use these features to help guide their search and locate information.	<ul style="list-style-type: none">• Structural features
LA.6.RC.2	Analyze text that uses a compare-and-contrast organizational pattern.	<ul style="list-style-type: none">• How a text is organized and why it is organized that way is a factor that should be considered during text analysis.	<ul style="list-style-type: none">• Text organization• Compare and contrast
LA.6.RC.3	Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	<ul style="list-style-type: none">• The main idea of the text is the most important or central thought or theme and is developed through evidence presented within the text.• Comparing the main ideas of multiple sources and related topics is a strategic process for expanding upon, connecting, validating, and clarifying those concepts.	<ul style="list-style-type: none">• Main idea• Compare and contrast



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READING: Comprehension (c)	Standard	Core Concepts	Key terms
LA.6.RC.4	Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	<ul style="list-style-type: none">• Comprehension of a text can be demonstrated when a reader summarizes, synthesizes, and/or analyzes information and then reproduces it in a different form.	<ul style="list-style-type: none">• Summarization• Synthesis• Outlines• Notes• Diagrams• Summaries• Reports
LA.6.RC.5	Follow multiple-step instructions for preparing applications.		



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READING: Comprehension (c)	Standard	Core Concepts	Key terms
LA.6.RC.6	Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	<ul style="list-style-type: none"> • Reflective readers consider the validity and accuracy of the information authors present, the arguments they make, and the conclusions they draw. They analyze the supporting evidence the author provides and assess the adequacy and validity of that evidence. They are able to identify if an author engages in faulty reasoning or logic, can explain why it is faulty, and provide examples. They make personal observations about text and are able to support their observations and conclusions with applicable examples. They can recognize when an author is writing to persuade, what persuasive tools are being used, and whether the author is successful. 	
LA.6.RC.7	Make reasonable statements and conclusions about a text, supporting them with accurate examples.		<ul style="list-style-type: none"> • Text based support
LA.6.RC.8	Note instances of persuasion, propaganda, and faulty reasoning in text.		<ul style="list-style-type: none"> • Persuasion • Propaganda • Faulty reasoning
LA.6.RC.9	Identify problems with an author's use of figures of speech, logic, or reasoning (assumptions and choice of facts or evidence).		



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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.6.LRA.1	Identify different types (genres) of fiction and describe the major characteristics of each form.	<ul style="list-style-type: none">• A genre is a category of artistic, musical, or literary composition characterized by a particular style, form, or content	<ul style="list-style-type: none">• Genres
LA.6.LRA.2	Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.	<ul style="list-style-type: none">• Authors reveal the nature of characters in a number of ways including physical description, description of his/her behavior and thoughts/feelings, his/her dialogue with other characters, and the response he/she evokes from other characters.• Authors use the actions of the characters to progress the plot. Reflective readers can connect the characters, their personalities and actions, to the plot progression and ultimate plot resolution.	<ul style="list-style-type: none">• Characterization
LA.6.LRA.3	Analyze the influence of the setting on the problem and its resolution.	<ul style="list-style-type: none">• The setting of a story can play a significant role in the way the plot is developed and is ultimately resolved.• Thoughtful readers can consider how the setting impacts the plotline and the ultimate resolution.	<ul style="list-style-type: none">• Setting



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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.6.LRA.4	Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as wild and woolly or threatening throngs), and rhyme.	<ul style="list-style-type: none">• Tone in written composition is an attitude of a writer toward a subject or an audience and is conveyed through a variety of strategies.• The strategies used depend on the tone the author chooses to portray.• The tone can be formal, informal, serious, comic, sarcastic, sad, cheerful, etc.• Tone can change throughout a literary piece.	<ul style="list-style-type: none">• Tone• Figurative language• Rhythm• Alliteration• Rhyme• Sentence structure• Line length• Punctuation
LA.6.LRA.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.	<ul style="list-style-type: none">• Narratives are told from a specific perspective or point of view (the lens through which the reader sees the story).• The perspective could be an omniscient one.• They can also be told by a character in the story.• Who is telling the story can influence how the reader interacts with the plot and how the plot progresses.• Identifying the narrator demonstrates comprehension.	<ul style="list-style-type: none">• Narrator• Perspective• Point-of-view• First person• Third person

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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.6.LRA.6	Identify and analyze features of themes conveyed through characters, actions, and images.	<ul style="list-style-type: none">• A theme or message in a text is the idea or lesson around which the entire text revolves.• Themes/messages may be clearly articulated or revealed in less explicit ways.• Readers use clues within from the text to identify the theme/message.• Identifying the importance of the theme/message to the overall text demonstrates comprehension.	<ul style="list-style-type: none">• Theme
LA.6.LRA.7	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and non-fictional texts.	<ul style="list-style-type: none">• Literary devices are used by authors to be more effective, impactful, persuasive, or to connect to the reader's senses.• Identifying how an author uses them can help reader understand the author's purpose.	<ul style="list-style-type: none">• Literary devices• Symbolism• Imagery• Metaphor



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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.6.LRA.8	Critique the believability of characters and the degree to which a plot is believable or realistic.	<ul style="list-style-type: none">• The believability of a story's plot and characters may be influenced by the reader's prior experience.	<ul style="list-style-type: none">• Believability
LA.6.LRA.9	Identify the main problem or conflict of the plot and explain how it is resolved.	<ul style="list-style-type: none">• Story plotlines often evolve through a series of events which develop a problem and ultimately a resolution to the problem.	<ul style="list-style-type: none">• Story problem and solutions



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.6.WP.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	<ul style="list-style-type: none">• Writers seek writing ideas from multiple sources including environmental, print, and digital sources and through discussions with others. They often record ideas to save for later.• Planning what will be written is an important part of the writing process. Writers use a variety of organizational tools when planning.	<ul style="list-style-type: none">• Graphic organizer
LA.6.WP.2	Choose the form of writing that best suits the intended purpose.	<ul style="list-style-type: none">• The development, organization and style of a piece of writing should be dictated by the intended purpose, the audience, and the requirements of the piece.	



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.6.WP.3	Write informational pieces of several paragraphs that: • engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition.	<ul style="list-style-type: none">• In order for writers to present information to their readers, regardless of the subject matter, they must structure the written piece so that it flows coherently and clearly articulates the central idea and includes sufficient information to support the central idea.	<ul style="list-style-type: none">• Multi-paragraph essay• Topic• Supporting details• Conclusion• summary
LA.6.WP.4	Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order.	<ul style="list-style-type: none">• Writers have a number of organizational structures from which to choose and will select the one that best suits their purpose for writing.	<ul style="list-style-type: none">• Organizational structures for writing• Compare and contrast• Categorization



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.6.WP.5	Use note-taking skills.	<ul style="list-style-type: none">• Taking notes is a skill that requires instruction and practice.• Effective note taking implies that the note taker is both listening and processing information.• There are many different strategies for recording and organizing notes. The strategy chosen depends both on the content and the preference of the learner.	<ul style="list-style-type: none">• Note-taking• Note-taking strategies
LA.6.WP.6	Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	<ul style="list-style-type: none">• Writers use multiple reference materials (dictionaries, thesaurus, encyclopedias, websites, newspapers, almanacs) to assist in spelling, word choice, and content development and elaboration.• Different types of reference materials have unique organizational features which assist writers in locating needed information.• Learning to effectively use those features will support a writer's ability to locate necessary information.	<ul style="list-style-type: none">• Organizational features of electronic text• Bulletin boards• Databases• Searches



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.6.WP.7	Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	<ul style="list-style-type: none">• Technology is a tool writers can use throughout the writing process to produce and publish writing and to interact and collaborate with others.	



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.6.WP.8	Review, evaluate, and revise writing for meaning and clarity.	<ul style="list-style-type: none">• Writers undertake the revision process to insure that their purpose for writing is met and in order to make writing stronger and clearer to readers.• Revision involves reviewing and evaluating writing for clarity of content, proper spelling, and appropriate use of conventions (punctuation, capitalization, sentence structure, etc.).• Writers make adjustments to their writing (making corrections, adding words/information, deleting words/information, changing text, reorganizing content) as needed to improve focus, flow and clarity and based on their own evaluation of writing and/or feedback provided by peer editors and teachers.• Editors often use an editing checklist or list of rules to insure a complete evaluations.	<ul style="list-style-type: none">• Revision• Proofread• Editing



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.6.WP.9	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors		
LA.6.WP.10	Revise writing to improve the organization and consistency of ideas within and between paragraphs.		



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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.6.WA.1	Write narratives that: • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense.	<ul style="list-style-type: none">• Narratives describe a real or imagined experience or event using effective story telling technique, well-chosen details and language, a variety of narrative devices, and well-structured event sequence.• Narratives have a central focus with a beginning, middle and end. Students develop plot by identifying events in a logical order and within a clearly developed context but also through the use of carefully chosen descriptive words that show their thinking and describe actions.	<ul style="list-style-type: none">• Narrative• Plot• Point-of-view• Setting• Character• Conflict• Narrative devices
LA.6.WA.2	Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that: • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions.	<ul style="list-style-type: none">• While writers write for a number of different purposes and create different kinds of pieces, there are a number of characteristics that are common between the various kinds of written pieces and when used effectively support the creation of a cohesive and accessible written work.	



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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.6.WA.3	Write research reports that: • pose relevant questions that can be answered in the report. • support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. • include a bibliography.	<ul style="list-style-type: none">• A research report is more than a collection of different pieces of information about a topic, and more than a review of the literature in a field.• A research report is the culmination and final product of a process of exploring a topic in greater detail by developing a research question that helps bring focus to the topic, researching the topic, thinking critically about the information, evaluating sources, organizing, and composing.• A research project involves surveying a field of knowledge using primary and secondary sources, both print and digital, in order to find the best possible information in that field.• Researchers build upon what they already know about the subject and make a deliberate attempt to find out what experts know.	<ul style="list-style-type: none">• Research• Primary source• Secondary source• Topic• Summarization• Research question



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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.6.WA.4	Write responses to literature that: • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • develop and justify the interpretation through the use of examples and evidence from the text.	<ul style="list-style-type: none">• In order to respond to literature, the student must read closely to determine what the text says explicitly.• Then they must that clearly state their thoughts and opinions and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, identify information within the text and from prior knowledge to support their viewpoint, and share this thinking.• Students build their response by linking their ideas together.	<ul style="list-style-type: none">• Close reading• Reader response• Interpretation• Text evidence
LA.6.WA.5	Write persuasive compositions that: • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments.	<ul style="list-style-type: none">• The purpose of a persuasive text or argument is to convince the reader to take a specific point of view on an issue (often the writer's), to take some action, or to critique.	<ul style="list-style-type: none">• Persuasion• Writers position

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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.6.WA.6	Use varied word choices to make writing interesting.		
LA.6.WA.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.	<ul style="list-style-type: none">Writers have a particular purpose when writing and an intended audience. The development and organization of the piece, and style of writing chosen are determined based on the task, purpose and audience.	<ul style="list-style-type: none">Writer's purpose
LA.6.WA.8	Write summaries that contain the main ideas of the reading selection and the most significant details.	<ul style="list-style-type: none">Summarization requires that the reader/writer reads closely and critically to determine the main idea/theme of the piece, is able to identify the most significant points from the story that develop the idea/theme and then articulate that in a synopsis.	<ul style="list-style-type: none">Summarization



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WRITING: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
LA.6.ELC.1	Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	<ul style="list-style-type: none">• A knowledge of and ability to use basic conventions of the English language (spelling, punctuation, capitalization, grammar, sentence development, etc.) support a writer's ability to create a clear and understandable piece and supports the revision process. This includes both the intentional use of the language and the	<ul style="list-style-type: none">• Simple and compound sentence• Coordination and subordination of ideas



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WRITING: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
LA.6.ELC.2	Identify and properly use indefinite pronouns (all, another, both, each, either, few, many, none, one, other several, some), present perfect (have been, has been), past perfect (had been), and future perfect verb tenses (shall have been); ensure that verbs agree with compound subjects.		<ul style="list-style-type: none">• Pronouns• Present perfect tense• Past perfect tense• Future perfect tense• Verb and noun agreement
LA.6.ELC.3	Use colons after the salutation (greeting) in business letters (Dear Sir:), semicolons to connect main clauses (The girl went to school; her brother stayed home.), and commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.).		<ul style="list-style-type: none">• Colons• Semi-colons• Commas• Conjunction



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WRITING: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
LA.6.ELC.4	Use correct capitalization.		<ul style="list-style-type: none">• Capitalization
LA.6.ELC.5	Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).		<ul style="list-style-type: none">• Frequently misspelled words
LA.6.ELC.6	Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.		<ul style="list-style-type: none">• Prepositional phrases• Appositives• Main clauses• Subordinate clauses



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.6.LS.1	Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).	<ul style="list-style-type: none">Attentive, active listeners integrate and evaluate information being conveyed in various oral formats (speakers, read-alouds, videos, other media, etc.) with the intent to understand. They are able to ask appropriate questions when they do not understand in order to clarify or gain more information as well as describe the main idea in a presentation with supporting evidence, make inferences, and draw conclusions. They are also aware that speakers convey messages non-verbally as well as verbally and work to understand all the information the speaker is communicating.	<ul style="list-style-type: none">Verbal and non-verbal communication
LA.6.LS.2	Identify the tone, mood, and emotion conveyed in the oral communication.		<ul style="list-style-type: none">ToneMoodEmotion
LA.6.LS.3	Restate and carry out multiple-step oral instructions and directions.		



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.6.LS.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	<ul style="list-style-type: none"> Students prepare for and participate in a range of oral activities including conversations, formal and informal presentations, recitations, dramatic readings/performances, giving directions, and providing explanations expressing their ideas clearly and persuasively. Speakers use a variety of strategies to insure they convey meaning to their listeners including careful word choice, strategic use of examples and anecdotes, organization that supports flow and emphasizes the main idea and line of reasoning, selection of structures (e.g. cause/effect) that help develop the main idea, and use of meaningful gestures, facial expressions and vocal modulations. Speakers deliver material in a manner appropriate to the type of presentation or performance being given (tone of voice, timing rhythm, fluency). 	
LA.6.LS.5	Emphasize important points to assist the listener in following the main ideas and concepts.		
LA.6.LS.6	Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.		
LA.6.LS.7	Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.		<ul style="list-style-type: none"> Timing Volume Tone Gestures



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.6.LS.8	Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz) for intent and effect.	<ul style="list-style-type: none">Speakers employ a variety of rhetorical devices to enhance the effective transmission of their message. Attentive listeners can identify those devices and analyze their effectiveness.	<ul style="list-style-type: none">Rhetorical devicesRhythmTimingRepetitionOnomatopoeia
LA.6.LS.9	Identify persuasive and propaganda techniques used in electronic media (television, radio, online sources) and identify false and misleading information.	<ul style="list-style-type: none">Effective listeners can identify instances of propaganda and the use of persuasion in media.	<ul style="list-style-type: none">PersuasionPropaganda
LA.6.LS.10	Deliver narrative (story) presentations that: <ul style="list-style-type: none">establish a context, plot, and point of view.include sensory details and specific language to develop the plot and character.use a range of narrative (story) devices, including dialogue, tension, or suspense.	<ul style="list-style-type: none">See LA.6.WA.1	



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.6.LS.11	Deliver informative presentations that: • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.	<ul style="list-style-type: none">• See LA.6.WA.3	
LA.6.LS.12	Deliver oral responses to literature that: • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images. • develop and justify the interpretation through the use of examples from the text.	<ul style="list-style-type: none">• See LA.6.WA.4	



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.6.LS.13	Deliver persuasive presentations that: • provide a clear statement of the position. • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal.	<ul style="list-style-type: none">• See LA.6.WA.5	
LA.6.LS.14	Deliver presentations on problems and solutions that: • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions.		<ul style="list-style-type: none">• Problem/solution• Theorize• Cause/effect• Persuasive evidence
LA.6.LS.15	Ask questions that seek information not already discussed.		



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.6.LS.16	Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.	<ul style="list-style-type: none">Writers and speakers who seek to influence their audience use a variety of techniques to accomplish their purpose.These techniques might appeal to the emotions of the receiver or might attempt to present a logical or credible argument.	<ul style="list-style-type: none">Techniques of persuasion
LA.6.LS.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.		<ul style="list-style-type: none">Sensory details