

**Summary of Changes Document 2010 AZ English Language Arts Standards**

**Grade 6 Reading Standards for Literature**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Key Ideas and Details</b>	
	6.RL.1- 3: n/a	
	<b>Craft and Structure</b>	
	6.RL.4: n/a	
R07.S2C1.01: Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	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.	From G7 to G6
	6.RL.6: n/a	
	<b>Integration of Knowledge and Ideas</b>	
	6.RL.7: n/a	
	6.RL.8: n/a	
R08.S2C1.02: Compare (and contrast) themes across works of prose, poetry, and drama. R09.S2C2.02: Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).	6.RL.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.	From G8 to G6 From G9 to G6
	<b>Range of Reading and Level of Text Complexity</b>	
R3.S1.C5.01: Consistently read grade level text with at least 90 percent accuracy.	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.	From G3 to G6

**Grade 6 Reading Standards for Informational Text**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Key Ideas and Details</b>	
	6.RI.1-2: n/a	
	6.RI.3: n/a	
	<b>Craft and Structure</b>	
	6.RI.4-6: n/a	
	<b>Integration of Knowledge and Ideas</b>	
	6.RI.7: n/a	
	6.RI.8: n/a	

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**Grade 6 Reading Standards for Informational Text continued**

<b>Integration of Knowledge and Ideas</b>		
R07.S3C1.11: Compare (and contrast) the central ideas and concepts from selected readings on a specific topic. R07.S3C1.12: Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	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).	From G7 to G6
<b>Range of Reading and Level of Text Complexity</b>		
R3.S1C5.01: Consistently read grade level text with least 90 percent accuracy.	6.RI.10: By the end of the year, read and comprehend literary nonfiction in grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  AZ6.RI.10a: By the end of the year, read and comprehend informational and functional texts, including history/social studies, science, and technical texts, at the high end of grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	From G3 to G6

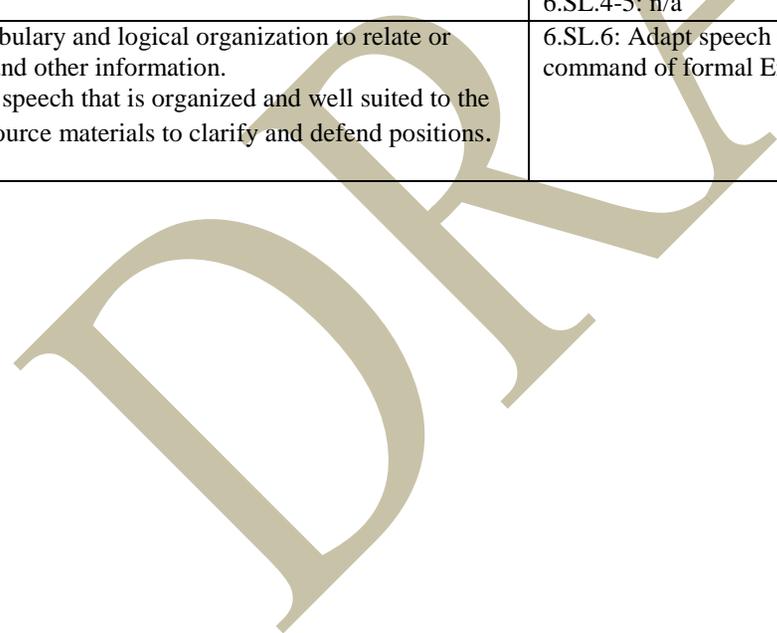
**Grade 6 Writing Standards**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Text Types and Purposes</b>	
	6.W.1-3: n/a	
	<b>Production or Distribution of Writing</b>	
	6.W.4-6: n/a	
	<b>Research to Build and Present Knowledge</b>	
	6.W.7: n/a	
R07.S3C1.07: Differentiate between primary and secondary source material.	6.W.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.	From G7 to G6
	6.W.9: n/a	
	<b>Range of Writing</b>	
	6.W.10: n/a	

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**Grade 6 Speaking & Listening Standards**

<b>Comprehension and Collaboration</b>		
<p>LS.R3: Share ideas, information, opinions and questions                      LS.R5: Participate in group discussions.                      LS.F1: Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p>	<p>6.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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 probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	<p>From GK to G6                      From G1-3 to G6</p>
	6.SL.2-3: n/a	
<b>Presentation of Knowledge and Ideas</b>		
	6.SL.4-5: n/a	
<p>LS.F1: Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.                      LS.P1: Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p>	<p>6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>From G1-3 toG6                      From GHS to G6</p>



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### Grade 6 Language Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	<b>Conventions of Standard English</b>	
WHS.S2C6.11: Demonstrate control of grammar and usage in writing: <ul style="list-style-type: none"> <li>a. parts of speech</li> <li>b. verb forms and tenses</li> <li>c. subject/verb agreement</li> <li>d. pronoun/antecedent agreement</li> <li>e. parallel structure</li> <li>f. comparative and superlative degrees of adjectives</li> <li>g. modifier placement</li> <li>h. homonyms</li> </ul>	6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., myself, ourselves).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul>	From GHS to G6
WHS. S2C6.06: Use semi-colons to punctuate compound and compound-complex sentences when appropriate.	6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.</li> <li>b. Spell correctly.</li> </ul>	From GHS to G6
	6.L.3: n/a	
	<b>Vocabulary Acquisition and Use</b>	
	6.L.4-6:n/a	