

Arizona's English Language Arts Standards Cross Walked *with the ASL Standards*

6th Grade

Arizona's English Language Arts Standards – 6 th Grade	
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. <i>Same</i>
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. <i>Same</i>
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. <i>Same</i>
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. <i>Determine the meaning of sign and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific sign choice on meaning and tone.</i>
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. <i>Same</i>
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text. <i>Explain how an author develops the point of view of the narrator or signer in a text.</i>
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. <i>Compare and contrast the experience of viewing a story, drama, or poem to viewing a video or live version of the text, including contrasting what they "see" when they view the text to what they perceive when they attend or watch.</i>

6.RL.8	(Not applicable to literature)
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. <i>Same</i>
Range of Reading and Level of Text Complexity <i>Range of Viewing and Level of Text Complexity</i>	
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. <i>By the end of the year, view 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.</i>
Arizona’s English Language Arts Standards – 6 th Grade	
Reading Standards for Informational Text <i>Viewing Standards for Informational Text</i>	
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. <i>Same</i>
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. <i>Same</i>
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes). <i>Same</i>
Craft and Structure	
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <i>Determine the meaning of signs and phrases as they are used in a text, including figurative, connotative, and technical meanings.</i>

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. <i>Same</i>
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <i>Same</i>
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. <i>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in signs to develop a coherent understanding of a topic or issue.</i>
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. <i>Same</i>
6.RI.9	Compare and contrast one author's presentation of events with that of another author. <i>Compare and contrast one author's presentation of events with that of another (e.g., a memoir signed by and a biography on the same person).</i>
Range of Reading and Level of Text Complexity <i>Range of Viewing and Level of Text Complexity</i>	
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. <i>By the end of the year, view and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>

Text Types and Purposes

6.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none">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. <p><i>Sign arguments to support claims with clear reasons and relevant evidence.</i></p> <ol style="list-style-type: none"><i>Introduce claim(s) and organize the reasons and evidence clearly.</i><i>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</i><i>Use words, phrases, depiction, and clauses (e.g., RELATE; PARALLEL-TO; ALIKE; SAME+IDEA) to clarify the relationships among claim(s) and reasons.</i><i>Provide a concluding statement or section that follows from the argument presented.</i><i>Establish and maintain a formal style.</i>
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> <ol style="list-style-type: none">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. <p><i>Sign informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p> <ol style="list-style-type: none"><i>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.</i>

	<p><i>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></p> <p><i>c. Use appropriate transition to clarify the relationships among ideas and concepts.</i></p> <p><i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>e. Provide a concluding statement or section that follows from the information or explanation presented.</i></p> <p><i>f. Establish and maintain a formal style.</i></p>
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> <p><i>Sign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p> <p><i>a. Engage and orient the viewer by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i></p> <p><i>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</i></p> <p><i>c. Use a variety of transition signs, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</i></p> <p><i>d. Use precise signs, depiction, and phrases, relevant descriptive details, and sensory language to convey experiences and events.</i></p> <p><i>e. Provide a conclusion that follows from the narrated experiences or events.</i></p>
Production and Distribution of Writing <i>Production and Distribution of Published Signing</i>	
6.W.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Produce clear and coherent signing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.)</i></p>
6.W.5	<p>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.)</p> <p><i>With some guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach. (Editing for structure should demonstrate command of Language standards 1-3.)</i></p>

6.W.6	<p>Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.</p> <p><i>Use technology, including the Internet, to produce and publish signing as well as to interact and collaborate with others; demonstrate sufficient command of video editing skills to compose a minimum of four minutes of video.</i></p>
<p>Research to Build and Present Knowledge</p>	
6.W.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><i>Same</i></p>
6.W.8	<p>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.</p> <p><i>Same</i></p>
6.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature.</p> <p>b. Apply grade 6 Reading standards to informational text and nonfiction.</p> <p><i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> <p><i>a. Apply grade 6 Viewing 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.").</i></p> <p><i>b. Apply grade 6 Viewing 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.").</i></p>
<p>Range of Writing <i>Range of Signing</i></p>	
6.W.10	<p>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.</p> <p><i>Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p>

Arizona’s English Language Arts Standards –6 th Grade	
Speaking and Listening Standards <i>Discourse and Presentation Standards</i>	
Comprehension and Collaboration	
6.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> <p>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.</p> <p>b. Follow rules for collegial discussions, set 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 under discussion.</p> <p>d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><i>Same</i></p>
6.SL.2	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><i>Interpret information presented in diverse media and formats (e.g., visually, quantitatively) and explain how it contributes to a topic, text, or issue under study.</i></p>
6.SL.3	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><i>Delineate a signer’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</i></p>
Presentation of Knowledge and Ideas	
6.SL.4	<p>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.</p> <p><i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, appropriate signing space, and clear production.</i></p>

6.SL.5	<p>Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p> <p><i>Include multimedia components (e.g., graphics, images) and visual displays in presentations to clarify information.</i></p>
6.SL.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p><i>Adapt signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 6 Language standards for specific expectations.)</i></p>

Arizona’s English Language Arts Standards – 6 th Grade	
Language Standards	
Conventions of Standard English <i>Structure of American Sign Language</i>	
6.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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. <p><i>Demonstrate command of the standard ASL grammar and usage when signing (live and published).</i></p>
6.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use correct spelling. <p><i>n/a</i></p>

Knowledge of Language	
6.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistent style and tone.</p> <p><i>Use knowledge of language and its structure when signing and viewing (live and published).</i></p> <p><i>a. Vary sentence patterns for meaning, viewer interest, and style.</i></p> <p><i>b. Recognize variations from standard ASL in their own and others' signing and identify and use strategies to improve expression in conventional language.</i></p>
Vocabulary Acquisition and Use	
6.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> <p>a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>b. 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.</p> <p>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.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p> <p><i>Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, spatial use, and phrases based on grade 6 viewing and content, choosing flexibly from a range of strategies.</i></p> <p><i>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a sign, fingerspelled word, classifier, or phrase.</i></p> <p><i>b. Consult general and specialized reference materials (e.g., general dictionaries and content-specific references), both print and digital, to determine and clarify its meaning.</i></p> <p><i>c. Verify the meaning of a sign, depiction, or phrase (e.g., by checking the inferred meaning in context or other accessible resource).</i></p>
6.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p><i>Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings</i></p> <p><i>a. Interpret figurative language in context (e.g., personification, allusions, irony, and puns).</i></p>

	<p><i>b. Use relationships between particular concepts/signs (e.g., cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each sign.</i></p> <p><i>c. Distinguish among connotations (associations) of signs with similar denotations (definitions) (e.g., POLITE, WITH-MANNERS, FORMAL, DIPLOMATIC).</i></p>
6.L.6	<p>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.</p> <p><i>Acquire and use accurately grade-appropriate general academic and domain-specific signs, fingerspelled words, and phrases; gather vocabulary knowledge when considering signs, fingerspelled words, or phrases important to comprehension or expression.</i></p>

Fingerspelling	
Key Ideas	
<p><i>Understand that fingerspelling is used for various purposes, formally and informally.</i></p> <p><i>a. Use fingerspelled words for emphasis though pacing, chunking, and/or spatial (e.g., comparing and contrasting two ideas using two different spaces-R-I-C-H in upper right corner with P-O-O-R and use that as an established reference).</i></p> <p><i>b. Use fingerspelled words when there are no sign equivalents.</i></p>	
Initialized and Lexicalized Forms	
<p><i>Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.</i></p> <p><i>a. Connect initialized forms and alphabet letters to their equivalent in English.</i></p>	
Vocabulary Acquisition and Use	
<p><i>Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.</i></p> <p><i>a. Use signs compounded with signs and lexicalized fingerspelling.</i></p> <p><i>b. Recognize that some words are fingerspelled due to domain-specific definition.</i></p>	