

Grade 6 Reading

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage IV		
Standard 1: The student will demonstrate understanding of print concepts of the English language.		
6.RL.1 (Literature) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)		
6.RI.1 (Informational Text) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
6.RL.2 (Literature) 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. (Essential)		
6.RI.2 (Informational Text) 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. (Essential)		
6.RL.3 (Literature) 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. (Essential)		
6.RI.3 (Informational Text) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g.,		

Grade 6 Reading

through examples or anecdotes). (Essential)		
6.RL.4 (Literature) 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. (Essential)		
6.RI.4 (Informational Text) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Essential)		
6.RL.5 (Literature) 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. (Essential)		
6.RI.5 (Informational Text) 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. (Essential)		
6.RL.6 (Literature) Explain how an author develops the point of view of the narrator or speaker in a text. (Essential)		
6.RI.6 (Informational Text) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Essential)		
6.RL.7 (Literature) Compare and contrast the experience of reading a story,		

Grade 6 Reading

<p>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. (Essential)</p>		
<p>6.RI.7 (Informational Text) 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. (Essential)</p>		
<p>6.RL.8 (Literature) (Not applicable to literature)</p>		
<p>6.RI.8 (Informational Text) 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. (Essential)</p>		
<p>6.RL.9 (Literature) 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. (Essential)</p>		
<p>6.RI.9 (Informational Text) 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). (Essential)</p>		
<p>6.RL.10 (Literature) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text</p>		

Grade 6 Reading

complexity band proficiently, with scaffolding as needed at the high end of the range. (Essential)		
6.RI.10 (Informational Text) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Essential)		

Grade 6 Reading

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage IV		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
6.RL.1 (Literature) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)		
6.RI.1 (Informational Text) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
6.RL.2 (Literature) 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. (Essential)		
6.RI.2 (Informational Text) 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. (Essential)		
6.RL.3 (Literature) 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. (Essential)		

Grade 6 Reading

<p>6.RI.3 (Informational Text) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (Essential)</p>		
<p>6.RL.4 (Literature) 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. (Essential)</p>		
<p>6.RI.4 (Informational Text) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Essential)</p>		
<p>6.RL.5 (Literature) 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. (Essential)</p>		
<p>6.RI.5 (Informational Text) 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. (Essential)</p>		
<p>6.RL.6 (Literature) Explain how an author develops the point of view of the narrator or speaker in a text. (Essential)</p>		
<p>6.RI.6 (Informational Text) Determine an author's point of view or purpose in a text and explain how it is conveyed in</p>		

Grade 6 Reading

the text. (Essential)		
6.RL.7 (Literature) 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. (Essential)		
6.RI.7 (Informational Text) 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. (Essential)		
6.RL.8 (Literature) (Not applicable to literature)		
6.RI.8 (Informational Text) 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. (Essential)		
6.RL.9 (Literature) 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. (Essential)		
6.RI.9 (Informational Text) Compare and contrast one author's presentation of events with that of another		

Grade 6 Reading

<p>(e.g., a memoir written by and a biography on the same person). (Essential)</p>		
<p>6.RL.10 (Literature) 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. (Essential)</p>		
<p>6.RI.10 (Informational Text) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Essential)</p>		

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage IV		
Standard 3: The student will read with fluency and accuracy.		
<p>6.RL.1 (Literature) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)</p>		
<p>6.RI.1 (Informational Text) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		
<p>6.RL.2 (Literature) 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.</p>		

Grade 6 Reading

(Essential)		
6.RI.2 (Informational Text) 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. (Essential)		
6.RL.3 (Literature) 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. (Essential)		
6.RI.3 (Informational Text) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (Essential)		
6.RL.4 (Literature) 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. (Essential)		
6.RI.4 (Informational Text) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Essential)		
6.RL.5 (Literature) 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. (Essential)		

Grade 6 Reading

<p>6.RI.5 (Informational Text) 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. (Essential)</p>		
<p>6.RL.6 (Literature) Explain how an author develops the point of view of the narrator or speaker in a text. (Essential)</p>		
<p>6.RI.6 (Informational Text) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Essential)</p>		
<p>6.RL.7 (Literature) 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. (Essential)</p>		
<p>6.RI.7 (Informational Text) 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. (Essential)</p>		
<p>6.RL.8 (Literature) (Not applicable to literature)</p>		
<p>6.RI.8 (Informational Text) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that</p>		

Grade 6 Reading

are not. (Essential)		
6.RL.9 (Literature) 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. (Essential)		
6.RI.9 (Informational Text) 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). (Essential)		
6.RL.10 (Literature) 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. (Essential)	HI-1: reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression. (Only in reference to a skill area.)	Fluency
6.RI.10 (Informational Text) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Essential)	HI-1: reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression. (Only in reference to a skill area.)	Fluency

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)
Reading - Stage IV	
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.	

Grade 6 Reading

<p>6.RL.1 (Literature) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Essential)</p>	<p>HI-4: answering literal, inferential and personal response questions about text. (Only in reference to a skill area.)</p>	Fiction/Non-Fiction
	<p>HI-14: drawing conclusions from information implied or inferred in a literary selection. (Only in reference to a skill area.)</p>	Fiction/Non-Fiction
<p>6.RI.1 (Informational Text) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>HI-4: answering literal, inferential and personal response questions about text. (Only in reference to a skill area.)</p>	Fiction/Non-Fiction
	<p>HI-14: drawing conclusions from information implied or inferred in a literary selection. (Only in reference to a skill area.)</p>	Fiction/Non-Fiction
	<p>HI-24: interpreting information from external text within nonfiction text for a specific purpose. (Only in reference to a skill area.)</p>	Non-Fiction
	<p>HI-28: interpreting information in functional documents (e.g., memos, directories, search engines, manuals, recipes, graphic organizers). (Only in reference to a skill area.)</p>	Non-Fiction
	<p>HI-30: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. (Only in reference to a skill area.)</p>	Non-Fiction
<p>6.RL.2 (Literature) 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</p>	<p>HI-19: describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text.</p>	Fiction

Grade 6 Reading

<p>opinions or judgments. (Essential)</p>		
<p>6.RI.2 (Informational Text) 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. (Essential)</p>		
<p>6.RL.3 (Literature) 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. (Essential)</p>	<p>HI-15: analyzing the motivations of the major and minor characters within a fictional text.</p>	<p>Fiction</p>
<p>6.RI.3 (Informational Text) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (Essential)</p>	<p>HI-13: determining the cause and effect relationship between two related events in a literary selection. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>6.RL.4 (Literature) 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. (Essential)</p>	<p>HI-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-10: locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of). (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>

Grade 6 Reading

	HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since). (Only in reference to a skill area.)	Fiction/Non-Fiction
6.RI.4 (Informational Text) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Essential)	HI-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.	Fiction/Non-Fiction
	HI-10: locating signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).	Fiction/Non-Fiction
	HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).	Fiction/Non-Fiction
	HI-21: applying understanding of content area vocabulary within math, science and social studies texts.	Non-Fiction
6.RL.5 (Literature) 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. (Essential)	HI-32: identifying the types of poetry by characteristics and structural elements. (Only in reference to a skill area.)	Fiction/Non-Fiction
6.RI.5 (Informational Text) 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. (Essential)	HI-26: explaining the purpose of organizational features on a page of nonfiction text. (Only in reference to a skill area.)	Non-Fiction
	LI-27: locating information from an organizational feature of a book for a specific	Non-Fiction

Grade 6 Reading

	purpose. (Only in reference to a skill area.)	
	HI-31: identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words). (Only in reference to a skill area.)	Non-Fiction
6.RL.6 (Literature) Explain how an author develops the point of view of the narrator or speaker in a text. (Essential)		
6.RI.6 (Informational Text) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Essential)	HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).	Fiction/Non-Fiction
6.RL.7 (Literature) 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. (Essential)		
6.RI.7 (Informational Text) 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. (Essential)	HI-24: interpreting information from external text within nonfiction text for a specific purpose. (Only in reference to a skill area.)	Non-Fiction
6.RL.8 (Literature) (Not applicable to literature)		
6.RI.8 (Informational Text) Trace and evaluate the argument and specific claims		

Grade 6 Reading

in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (Essential)		
6.RL.9 (Literature) 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. (Essential)		
6.RI.9 (Informational Text) 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). (Essential)		
6.RL.10 (Literature) 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. (Essential)		
6.RI.10 (Informational Text) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Essential)		