

## 6<sup>th</sup> Grade At-a-Glance

This document is intended to provide an overview of individual grade-level objectives by highlighting and elaborating on key point additions, transitions, and shifts from grade to grade in the English Language Arts standards. **This document does not represent the entire scope of this grade and is not meant to replace the original standards document.** We recommend literacy teams invest time analyzing the grade-to-grade progressions and companion guidance documents in the [Vertical Alignment Edition](#) (download at [sde.ok.gov/sde/oklahoma-academic-standards](https://sde.ok.gov/sde/oklahoma-academic-standards)).

Major Concepts	Connecting Concepts
<p><b>Major Concepts</b> are standards anticipated to take emphasis when developing curriculum, planning for instructional time, the number of tasks and texts, and teacher-developed assessments.</p>	<p><b>Connecting Concepts</b> are standards that can be bundled with Major Concepts to create rich learning tasks and inform expectations for outcomes in teacher-developed assessment.</p>
<p><b>2: Reading Foundations/Reading and Writing Process</b></p> <ul style="list-style-type: none"> <li>Fluency skills continue to be mastered (6.2.F.1-2 // see PASS 6.RL.2)</li> </ul> <p><b>3: Critical Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Grade Level Focus - Opinion Writing Mode (6.3.W.3-4)</li> </ul> <p><b>4: Vocabulary</b></p> <ul style="list-style-type: none"> <li>Continue to apply skills to increasingly complex texts</li> </ul> <p><b>5: Language</b></p> <ul style="list-style-type: none"> <li>Intensive and Reflexive Pronouns (6.5.W.3)</li> <li>Use language to signal relationships among ideas (6.5.R.1 &amp; 6.5.W.2)</li> </ul>	<p><b>1: Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Students interpret messages and determine purpose (6.1.R.2)</li> </ul> <p><b>6: Research</b></p> <ul style="list-style-type: none"> <li>Use academic citation styles - e.g., MLA, APA, Chicago (6.6.W.3)</li> </ul> <p><b>7: Multimodal Literacies</b></p> <ul style="list-style-type: none"> <li>Comparisons between two or more works (6.7.R.1-2)</li> </ul> <p><b>8: Independent Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Vary modes of expression (6.8.W)</li> <li>Explain how concepts relate to one another (6.8.W)</li> </ul>

New Grade Level Concepts	Changed Emphasis	Critical Shifts
<p><b>New Grade Level Concepts</b> are additions/shifts in the <i>Oklahoma Academic Standards</i> not present in the <i>Priority Academic Student Skills</i>.</p>	<p><b>Changed Emphasis</b> spotlights aspects that may impact curriculum development.</p>	<p><b>Critical Shifts</b> are notable progressions from the previous grade in the <i>Oklahoma Academic Standards</i>.</p>
<p><b>3: Critical Reading and Writing</b></p> <p>Standards now explicitly address the <b>opinion writing mode</b> in the sixth grade (6.3.W.3-4).</p> <p><b>5: Language</b></p> <p><b>Intensive and Reflexive Pronouns</b> previously in grade 4, 5, and 8 (see PASS 4.WGUM.3.1.c // 5.WGUM.3.1.c // 8.WGUM.3.1.e).</p>	<p><b>3: Critical Reading and Writing</b></p> <p>Sixth grade marks the transition into a new <i>Grade Level Focus</i> for writing modes. After two grades focusing on the Informative mode of writing, <b>students now focus on developing opinions in writing</b>. This is intended to bridge the move into Argumentative writing when students enter the seventh grade (6.3.W.3-4).</p>	<p><b>1: Speaking and Listening</b></p> <p>Additions in the sixth grade include <b>interpreting a speaker’s message</b> and <b>asking questions to clarify the purpose of the message and perspective of the speaker</b>. This also supports the practice of <b>determining the purpose of content students choose</b> when writing and presenting information (6.1.R.2).</p>

## New Grade Level Concepts (continued)

### 6: Research

Standards now explicitly address well-known academic citation styles (6.6.W.3 // see PASS 6.RL.5.2.b).

## Changed Emphasis (continued)

### 7: Multimodal Literacies

Students **transition from analyzing a single work to making explicit comparisons between two or more works**. This comparison is not limited to two works of the same medium or genre (i.e., compare the effectiveness of an editorial to a documentary covering similar topics) (6.7.R.1-2).

## Critical Shifts (continued)

### 5: Language

The shift to sixth grade includes **an emphasis on proper pronoun use and using a variety of sentence structures to convey the differences between ideas**. From an instructional standpoint, this provides a balance between the ideas and development aspects of writing and technical grammar usage (6.5.W.3 // 6.5.R.1 & 6.5.W.2).

### 6: Research

Leading up to sixth grade, students utilized a modified citation style in order to become familiar with plagiarism and how to avoid it. Students are now expected to **practice a recognized academic citation style (e.g., MLA, APA, Chicago, etc.) to be determined by the teacher** (6.6.W.3 // see PASS 6.RL.5.2.b).

Sixth grade explicitly incorporates **primary and secondary sources** to the research process. This can include instruction geared to students categorizing a variety of sources as primary or secondary (6.3.W. // see PASS 6.RL.5.1.b).