

This document merges two DESE documents: the Grade 6 portion of the [English Language Arts 6-12 Missouri Learning Standards](#) and [MLS Expectations Terminology 6-12](#). (Updated 6/2020)

	MLS Expectation	Explanation	Example
<b>Reading Literary Text</b>			
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference</b>			
6.RL.1.A	<p>Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Draw Conclusions vs. Infer</b>            As presented in the expectations listed, to infer means to use inferential thinking to</p> <ol style="list-style-type: none"> <li>1. make logical assumptions about information not directly stated in text;</li> <li>2. draw logical conclusions supported by textual evidence;</li> <li>3. make logical predictions based on the textual evidence.</li> </ol> <p>The relationship between “infer” and “draw a conclusion” is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.</p> <p>Difficult inferences may occur for any of the following reasons: supporting</p>	<p><b>Draw Conclusions vs. Infer</b>            After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either “yes” or “no.”</p> <p>After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.</p>

		<p>evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption.</p> <p>Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption.</p> <p><b>Citing Textual Evidence</b> Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)</p>	<p>After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion).</p> <p><b>Citing Textual Evidence</b> Student response citing textual evidence: <i>I think the theme of the story is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.</i></p>
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings</b>			
6.RL.1.B	Determine the meaning of words and phrases as they are used in the text,	<b>Figurative Language</b>	

	including <b>figurative</b> and connotative meanings using context, affixes or reference materials.	<i>(In the <a href="#">ELA K-5 MLS</a>, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)</i>	
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features</b>			
6.RL.1.C	Interpret <b>visual elements of a text</b> and draw conclusions from them (when applicable).	<b>Visual Elements of a Text</b> Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.	<b>Visual Elements of a Text</b> Literary text example: A graphic novel, such as <i>Maus</i> by Art Spiegelman, utilizes both written language and drawings (visual elements) to communicate its message and develop character.
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Theme</b>			
6.RL.1.D	Using appropriate text, determine the theme(s) of a text and <b>cite evidence</b> of its development; summarize the text.	<b>Citing Textual Evidence</b> Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference	<b>Citing Textual Evidence</b> Student response citing textual evidence: <i>I think the theme of the story is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament.</i>

		to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)	<i>Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.</i>
<b>Analyze Craft and Structure (Approaching Texts as a Writer): Structure</b>			
6.RL.2.A	Analyze how a particular sentence, chapter, scene, stanza or image contributes to meaning.		
<b>Analyze Craft and Structure (Approaching Texts as a Writer): Point of View</b>			
6.RL.2.B	Explain how an author develops the <b>point of view</b> of the narrator or speaker in a text.	<b>Point of View (as Perspective)</b> <i>Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.</i>  In literary text, point of view/perspective is how the narrator perceives what is happening in the story.	<b>Point of View (as Perspective)</b> Literary text example: In <i>To Kill a Mockingbird</i> , the point of view/perspective of Scout (the narrator) is that of a naïve child who is troubled by the attitudes and actions of many of the adults who inhabit the small Alabama town of Maycomb.
<b>Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning</b>			
6.RL.2.C	Analyze how word choice, including the use of <b>figurative language</b> and/or the repetition of words or word sounds, contributes to meaning.	<b>Figurative Language</b> <i>(In the <a href="#">ELA K-5 MLS</a>, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should</i>	

		<i>expand upon what was taught during grades K-5.)</i>	
<b>Analyze Craft and Structure (Approaching Texts as a Writer): Interaction and Meaning</b>			
6.RL.2.D	Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Text in Forms</b>			
6.RL.3.A	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 same text, noting how a performance impacts personal interpretation.		
<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships in Texts</b>			
6.RL.3.B	Compare and contrast texts in different genres that address similar themes or topics.		
<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context</b>			
6.RL.3.C	Explain how plot and conflict reflect historical and/or cultural contexts.		
<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension</b>			

6.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.		
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## Reading Informational Text

### Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference

6.RI.1.A	<p>Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Draw Conclusions vs. Infer</b>  As presented in the expectations listed, to infer means to use inferential thinking to</p> <ol style="list-style-type: none"> <li>4. make logical assumptions about information not directly stated in text;</li> <li>5. draw logical conclusions supported by textual evidence;</li> <li>6. make logical predictions based on the textual evidence.</li> </ol> <p>The relationship between “infer” and “draw a conclusion” is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.</p> <p>Difficult inferences may occur for any of the following reasons: supporting</p>	<p><b>Draw Conclusions vs. Infer</b>  After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either “yes” or “no.”</p> <p>After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.</p>
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		<p>evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption.</p> <p>Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption.</p> <p><b>Citing Textual Evidence</b> Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)</p>	<p>After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion).</p> <p><b>Citing Textual Evidence</b> Student response citing textual evidence: <i>I think the central idea of the article is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.</i></p>
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings</b>			
6.RI.1.B	Determine the meaning of words and phrases as they are used in the text,	<b>Figurative Language</b>	

	including <b>figurative</b> , connotative and content-specific meanings using context, affixes or reference materials.	<i>(In the <a href="#">ELA K-5 MLS</a>, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)</i>	
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features</b>			
6.RI.1.C	Interpret <b>visual elements of a text</b> including those from <b>different media</b> and draw conclusions from them (when applicable).	<p><b>Visual Elements of a Text</b> Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.</p> <p><b>Media/Medium/Mediums</b> A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.</p>	<p><b>Visual Elements of a Text</b> Informational text example: Magazines, such as <i>National Geographic</i>, often contain photos and charts to enhance or supplement the information in the articles.</p> <p><b>Media/Medium/Mediums</b> Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film</p>



			will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium).
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Claim</b>			
6.RI.1.D	Explain the central/main idea(s) of a text and <b>cite evidence</b> of its development; summarize the text.	<b>Citing Textual Evidence</b> Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)	<b>Citing Textual Evidence</b> Student response citing textual evidence: <i>I think the central idea of the article is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.</i>
<b>Analyze Craft and Structure (Approaching Texts as a Writer): Structure</b>			
6.RI.2.A	Analyze how a particular sentence, paragraph, section or image contributes to meaning.		
<b>Analyze Craft and Structure (Approaching Texts as a Writer): Point of View</b>			
6.RI.2.B	Explain how an author's <b>point of view</b> or purpose is conveyed in a text.	<b>Point of View (as Perspective)</b> <i>Note: Missouri testing precedent shows that the term point of view is</i>	<b>Point of View (as Perspective)</b> Informational text example: Susan Cain, in her book <i>Quiet</i> , champions the important role introverts play in

		<i>used synonymously with the term perspective.</i>	a society that increasingly values collaboration among extroverts.
<b>Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning</b>			
6.RI.2.C	Analyze how word choice, including the use of <b>figurative language</b> , connotations and/or repetition, contributes to meaning.	<b>Figurative Language</b> <i>(In the <a href="#">ELA K-5 MLS</a>, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)</i>	
<b>Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence</b>			
6.RI.2.D	Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.		
<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Texts/Forms</b>			
6.RI.3.A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.		
<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships/Texts</b>			

6.RI.3.B	Compare and contrast one author's presentation of events with that of another.		
<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context</b>			
6.RI.3.C	Explain how the text reflects historical and/or cultural contexts.		
<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension</b>			
6.RI.3.D	Read and comprehend informational text independently and proficiently.		
<b>Writing</b>			
<b>Approaching the Task as a Researcher: Research</b>			
6.W.1.A	<p>a. Conduct research to answer a question, drawing on several sources; <b>integrate information</b> using a <b>standard citation system</b>.</p> <p>b. Gather relevant information from multiple print and digital sources, assess the <b>credibility</b> of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing <b>basic bibliographic information</b> for sources.</p>	<p><b>Integrate Information</b> Effectively combine and organize relevant information from multiple sources to develop a topic, answer a question or prove a point.</p> <p><b>Standard Format for Citation</b> Citation formats or styles differ mostly in the location, order and syntax of information about references. There are two major divisions within most citation styles: <b>documentary-note style</b> and <b>parenthetical style</b>.</p>	<p><b>Integrate Information</b> A student wants to make the point that climate change is caused by using fossil fuels; the student combines critical pieces of relevant information from three different sources to support the claim.</p> <p><b>Standard Format for Citation</b> Sample parenthetical style within the written text: Professor Scott asserts that "environmental reform in Alaska in the 1970s accelerated rapidly with the pipeline expansion" (Scott 23).</p>

		<p><b>Documentary-note style</b> involves using either footnotes or endnotes so that information about sources is readily available to readers but does not interfere with their reading of the work. <b>Parenthetical style</b> is generally considered an abbreviated form of citation and does not require footnotes or endnotes. Source information is provided within the written text, and a “Works Cited” page is located at the end of the paper.</p> <p><b>Credibility</b> The accuracy, reliability and trustworthiness of sources.</p> <p><b>Basic Bibliographic Information</b> Minimum amount of bibliographic information as specified by a citation system.</p>	<p><b>Credibility</b> A student searching for an anecdotal example to use as an introduction for an expository essay on foster care and adoption could find credible examples in magazine and newspaper articles that have been vetted by databases (SIRS, EBSCO, CQ Researcher, etc.). On the other hand, compelling anecdotes that appear on an online blog may or may not be true; their credibility is questionable.</p> <p><b>Basic Bibliographic Information</b> In general, citation systems make use of abbreviated citations within the text that point the reader to the bibliographic references section, where the full details of the sources</p>
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			<p>appear. Information in the citations typically includes</p> <ul style="list-style-type: none"> <li>• for books: author, title, publisher, publication date, publication information</li> <li>• for articles: author, article title, publication title, date of publication, page numbers</li> <li>• for websites: author, article title, URL, date of access</li> </ul> <p>It is not necessary for students to <b>memorize</b> a specific style (MLA, APA, etc.); students should instead know how to <b>use</b> whichever style manual/guide is required for a particular research assignment. For instance, a school’s English courses might require use of MLA while psychology courses might require use of APA.</p>
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**Approaching the Task as a Writer: Development**

6.W.2.A	<p>Follow a <b>writing process</b> to produce clear and coherent writing in which the development, organization, style and <b>voice</b> are appropriate to the task, purpose and audience; develop writing with narrative, expository and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters,</p>	<p><b>Writing Process</b> Steps taken to compose and publish a piece of writing.</p> <p><b>Voice</b> The distinctive style or manner of expression developed through choices</p>	<p><b>Writing Process</b> Possible writing process:</p> <ol style="list-style-type: none"> <li>1. Pre-writing</li> <li>2. Drafting</li> <li>3. Revising</li> <li>4. Editing</li> <li>5. Publishing</li> </ol> <p><b>Voice</b> In his “I Have a Dream” speech, Dr. Martin Luther King, Jr., uses</p>
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	<p>well-structured event sequences, narrative techniques and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples and details.</p> <p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p>	<p>in diction, syntax, literary techniques, etc. that conveys the writer’s/speaker’s attitude (tone) or personality.</p>	<p>extended metaphor to create a tone of urgent hope: “We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we’ve come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.”</p>
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**Approaching the Task as a Reader: Revise and Edit**

<p>6.W.3.A</p>	<p>Review, revise and edit writing with consideration for the task, purpose and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>b. Word choice, syntax and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p> <p>c. <b>Conventions of standard English</b> and usage: Demonstrate a command of the conventions of standard</p>	<p><b>Conventions of Standard English</b>  <i>(See <a href="#">Language strand in K-5 expectations</a> for delineation of which conventions are taught at each grade level; conventions taught during grades 6-12 should expand upon what was taught during grades K-5.)</i></p>	
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	<p>English grammar and usage, including spelling and punctuation.</p> <p>d. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p>		
<b>Speaking and Listening</b>			
<b>Collaborating: Conversation</b>			
6.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
<b>Collaborating: Questioning</b>			
6.SL.1.B	Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.		
<b>Collaborating: Viewpoints of Others</b>			

6.SL.1.C	Review the key ideas expressed by a speaker including those presented in <b>diverse media</b> , and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>Diverse Media</b> <i>Diverse media</i> in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions or performances as well as video or auditory recordings.	<b>Diverse Media</b> A student listens to a recorded excerpt of a debate between presidential candidates followed by watching an excerpt from a televised newscast about the debate. Based on what the student heard in the sound recording of the debate and the newscast about the debate, the student listens for media bias in the newscast.
<b>Presenting: Verbal Delivery</b>			
6.SL.2.A	Speak clearly, audibly and to the point, using <b>conventions of language as appropriate to task</b> , purpose and audience when presenting including appropriate volume.	<b>Conventions of Language as Appropriate to Task</b> Conventions of language when speaking means a standard way to express oneself in a manner that meets people’s expectations and helps ensure spoken utterances are received and understood. Observing standard conventions of language when speaking includes proper grammar, usage and sentence construction. Conventions of language are critical to ensure the spoken message conveys the same as what the listener understands. Note: There are times when standard conventions might be deliberately ignored to bring about a desired effect or better address the needs of the audience.	<b>Conventions of Language as Appropriate to Task</b> We commonly agree that in most cases a “sentence” in speaking consists of a complete thought and that it will have certain parts (at minimum a subject and a verb). The choice of whether to speak using a particular dialect, to include slang or jargon or to strictly adhere to conventions of standard English should be considered based on the audience and purpose/task. For example, the President of the United States would use formal conventions when addressing Congress but would use more relaxed conventions when addressing voters at a casual campaign event.



<b>Presenting: Nonverbal</b>			
6.SL.2.B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.		
<b>Presenting: Multimedia</b>			
6.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings and ideas.		