

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| Word Analysis Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text. | | | | | | | | | | | | |
| LA 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes) | | | | | | ● | | | ● | | ● | |
| Fluency Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression. | | | | | | | | | | | | |
| LA 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information) | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| Vocabulary Students will build literary, general academic, and content specific grade-level vocabulary. | | | | | | | | | | | | |
| LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies | | | | | | ● | | | ● | | ● | |

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| LA 6.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations. | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons) | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary) | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| Comprehension | | | | | | | | | | | | |
| Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text. | | | | | | | | | | | | |
| Author's Purpose | | | | | | | | | | | | |
| LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| Narrative Text | | | | | | | | | | | | |
| LA 6.1.6.b Identify and analyze elements of narrative | | | | | | | | | | | | |

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| text (e.g., character development, setting, plot development, conflict, point of view, theme) | | | | | | | | | | | | |
| LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme | | | | | | | | | | | | |
| LA 6.1.6.d Interpret and explain the author’s use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm) | | | | | | | | | | | | |
| Informational Text | | | | | | | | | | | | |
| LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details | | | | | ●● | ● | ● | ● | ●● | ●● | ●● | ●● |
| LA 6.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings) | | | | | | | | | | | | |
| Multi-Genre | | | | | | | | | | | | |
| LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational | | | | | ●● | ●● | ● | ●● | ●● | ●● | ● | ●● |

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays) | | | | | | | | | | | | |
| LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres | | | | | | | | | | | | |
| LA 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective | | | | | • | • | • | • | • | • | • | • |
| Questions/Answers | | | | | | | | | | | | |
| LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources | | | | | •• | •• | •• | • | •• | ••• | •• | ••• |
| Purpose | | | | | | | | | | | | |
| LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question) | | | | | •• | •• | •• | •• | •• | •• | •• | •• |
| Connections/Predictions | | | | | | | | | | | | |
| LA 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading | | | | | •• | •• | •• | •• | •• | ••• | •• | •• |
| LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct | | | | | • | • | • | • | • | • | • | • |

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| Response | | | | | | | | | | | | |
| LA 6.1.6.p Respond to text verbally, in writing, or artistically | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| <p>Writing Process Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p> | | | | | | | | | | | | |
| LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.2.1.b Generate a draft by: <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity • Concluding with detailed summary linked to the purpose of the composition | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation) | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing) | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| Writing Genres Students will write for a variety of purposes and audiences in multiple genres. | | | | | | | | | | | | |
| LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct) | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience) | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| memo, poem, essay, email, podcast) | | | | | | | | | | | | |
| LA 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast) | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.2.2.e Analyze models and examples (own and others) of various genres in order to create a similar piece | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| Speaking Skills | | | | | | | | | | | | |
| Students will develop and apply speaking skills to communicate key ideas in a variety of situations. | | | | | | | | | | | | |
| LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.3.1.c Utilize available media to enhance communication | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| Listening Skills | | | | | | | | | | | | |
| Students will develop, apply, and refine active listening skills across a variety of situations. | | | | | | | | | | | | |
| LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group) | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA 6.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information | | | | | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated | | | | | • | • | • | • | • | • | • | • |
| Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills. | | | | | | | | | | | | |
| LA 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language) | | | | | • | • | • | • | • | • | • | • |
| LA 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues) | | | | | •• | •• | •• | •• | •• | •• | •• | •• |
| LA 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats | | | | | •• | •• | •• | •• | •• | •• | •• | •• |
| Multiple Literacies Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital). | | | | | | | | | | | | |
| LA 6.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources) | | | | | •• | •• | • | •• | •• | •• | • | •• |
| LA 6.4.1.b Demonstrate ethical and legal use of | | | | | | | | | | | | |

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nebraska English/Language Arts Standards – 6th Grade

| Nebraska English/Language Arts Standards – 6 th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|--------------------|---------------------|-----------------------------------------|-----------------|--------------------------|--------------------------|-----------------------------------------|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| information by citing sources using a prescribed format (e.g., citation of information used) | | | | | | | | | | | | |
| LA 6.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives) | | | | | | | | | | | | |
| LA 6.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning) | | | | | | | | | | | | |
| LA 6.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism) | | | | | | | | | | | | |
| LA 6.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| LA 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools) | | | | | | | | | | | | |

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.