

# Grade 6

Adopted 2023

## Reading Comprehension

### Reading Fundamentals

- RF.** Provide an objective summary of a text. **6.RC.1.RF**
- RF.** Determine how a central idea and/or theme of a text is conveyed through supporting details. **6.RC.2.RF**
- RF.** Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text. **6.RC.3.RF**
- RF.** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. **6.RC.4.RF**

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### Reading Literature

- RL.** Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution. **6.RC.5.RL**
- RL.** Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme. **6.RC.6.RL**
- RL.** Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text. **6.RC.7.RL**
- RL.** Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is:
  - Imagined when reading a text.
  - Observed when listening and/or watching.**6.RC.8.RL**
- RL.** Examine two texts of varying structures or genres that have similar themes and/or topics. **6.RC.9.RL**
- RL.** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance. **6.RC.10.RL**

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## Reading Information

- RI.** Describe how a central individual, event, or idea is introduced and developed in a text. **6.RC.11.RI**
- RI.** Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument. **6.RC.12.RI**
- RI.** Determine how an author's purpose, point of view, and/or perspective is conveyed in a text. **6.RC.13.RI**
- RI.** Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio). **6.RC.14.RI**
- RI.** Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not. **6.RC.15.RI**
- RI.** Compare and contrast two authors' presentations of an event. **6.RC.16.RI**
- RI.** Identify the central idea in a non-fiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance. **6.RC.17.RI**

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## Writing

### Style

- S.** Write an argument, using clear reasons and supporting evidence.<ul><li>Introduce claims.</li><li>Support claims with credible sources.</li></ul> **6.W.1.S**
- S.** Write to inform about a topic.<ul><li>Organize ideas, concepts, and information.</li><li>Use relevant facts, definitions, concrete details, and quotations.</li></ul> **6.W.2.S**
- S.** Write to express real or imagined experiences and/or events.<ul><li>Use relevant descriptive details.</li><li>Organize well-structured event sequences.</li><li>Use narrative techniques (e.g., dialogue, sequencing, description, characterization).</li></ul> **6.W.3.S**

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## Production

- P. Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information. 6.W.4.P
- P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate. 6.W.5.P
- P. Use a variety of sentence types (i.e., simple, compound, complex, compound-complex). 6.W.6.P
- P. Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas. 6.W.7.P
- P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 6.W.8.P
- P. Develop writing stamina during single sessions and over extended periods of time. 6.W.9.P
- P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose. 6.W.10.P
- P. Include headings and graphics to clarify information. 6.W.11.P
- P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing. 6.W.12.P

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## Research

- R. Conduct research to answer a question. 6.W.13.R
- R. Assess credible sources. 6.W.14.R
- R. Quote or paraphrase data and conclusions, crediting sources and/or authors. 6.W.15.R
- R. Provide basic and consistent bibliographic information for sources. 6.W.16.R

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## Vocabulary

1. Use general academic and content-specific words and phrases accurately. [6.V.1](#)
2. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. [6.V.2](#)
3. Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
  - Use common Greek or Latin affixes and roots (i.e., morphology)
  - Trace the origins of words (i.e., etymology)
  - Use context
  - Consult reference materials to clarify pronunciation and/or parts of speech
  - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of a word.[6.V.3](#)
4. Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings. [6.V.4](#)
5. Determine how word choice contributes to the meaning, style, and/or tone of a text. [6.V.5](#)
6. Demonstrate an understanding of figurative language in context, including extended metaphor and personification. [6.V.6](#)

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## Collaborative Communication

### Speaking and Listening Comprehension

- SLC.** Express ideas in a collaborative setting, using effective discussion strategies. [6.CC.1.SLC](#)
- SLC.** Come to discussions prepared, referring to gathered evidence on the topic, text, or issue. [6.CC.2.SLC](#)
- SLC.** Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:
  - One-on-one
  - In small groups
  - Teacher-led[6.CC.3.SLC](#)
- SLC.** Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue. [6.CC.4.SLC](#)
- SLC.** Contribute to the topic, text, or issue, responding to questions with relevant information. [6.CC.5.SLC](#)
- SLC.** Paraphrase multiple perspectives. [6.CC.6.SLC](#)
- SLC.** Describe how non-textual information enhances the understanding of a topic, text, or issue. [6.CC.7.SLC](#)
- SLC.** Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence. [6.CC.8.SLC](#)

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## Presentation

- P. Present claims and evidence. 6.CC.9.P
  - P. Sequence ideas logically. 6.CC.10.P
  - P. Use accurate descriptions, facts, and/or details to support central ideas and/or themes. 6.CC.11.P
  - P. Include multimedia and visuals to clarify information. 6.CC.12.P
  - P. Use eye contact, adequate volume, and clear pronunciation in consideration of the audience. 6.CC.13.P
  - P. Demonstrate command of standard English when indicated or appropriate. 6.CC.14.P
  - P. Recite a passage from a well-known poem, play, or speech. 6.CC.15.P
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## Language

### Structure

- S. Use nouns effectively:<ul><li>Direct objects</li></ul> 6.L.1.S
  - S. Use pronouns properly:<ul><li>Intensive and reflexive pronouns</li><li>Relative pronouns</li></ul> 6.L.2.S
  - S. Ensure pronouns have a clear antecedent and are appropriate in number and person. 6.L.3.S
  - S. Use verbs effectively:<ul><li>Perfect verb tenses</li><li>Shifts in mood</li><li>Subject/verb agreement</li><li>Linking/be verbs</li></ul> 6.L.4.S
  - S. Use modifiers effectively:<ul><li>Proper adjectives</li><li>Predicate adjectives</li></ul> 6.L.5.S
  - S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. 6.L.6.S
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### Conventions

- C. Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes. 6.L.7.C
- C. Use commas to set off series, phrases and clauses, and direct address. 6.L.8.C
- C. Indicate dialogue, quotes, and titles, using quotation marks. 6.L.9.C
- C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. 6.L.10.C