

Grade 6

Reading Standards for Literature

Key Ideas and Details

- 1 Determine what a text says explicitly as well as what simple inferences must be drawn. [EE.RL.6.1](#)
- 2 Identify details in a text that are related to the theme or central idea. [EE.RL.6.2](#)
- 3 Can identify how a character responds to a challenge in a story. [EE.RL.6.3](#)

Craft and Structure

- 4 Determine how word choice changes the meaning in a text. [EE.RL.6.4](#)
- 5 Determine the structure of a text (e.g., story, poem, or drama). [EE.RL.6.5](#)
- 6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling. [EE.RL.6.6](#)

Integration of Knowledge and Ideas

- 7 Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text. [EE.RL.6.7](#)
- 9 Compare and contrast stories, myths, or texts with similar topics or themes. [EE.RL.6.9](#)

Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry. [EE.RL.6.10](#)

Reading Standards for Informational Text

Key Ideas and Details

- 1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn. [EE.RI.6.1](#)
- 2 Determine the main idea of a passage and details or facts related to it. [EE.RI.6.2](#)
- 3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text. [EE.RI.6.3](#)

Craft and Structure

- 4 Determine how word choice changes the meaning of a text. [EE.RI.6.4](#)
- 5 Determine how the title fits the structure of the text. [EE.RI.6.5](#)
- 6 Identify words or phrases in the text that describe or show the author's point of view. [EE.RI.6.6](#)

Integration of Knowledge and Ideas

- 7 Find similarities in information presented in different media or formats as well as in text. [EE.RI.6.7](#)
- 8 Distinguish claims in a text supported by reason. [EE.RI.6.8](#)
- 9 Compare and contrast how two texts describe the same event. [EE.RI.6.9](#)

Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding while actively reading or listening to literary nonfiction. [EE.RI.6.10](#)

Writing

Text Types and Purposes

- 1 Write claims about topics or text. [EE.W.6.1](#)
 - a Write a claim about a topic or text. [EE.W.6.1.A](#)
 - b Write one or more reasons to support a claim about a topic or text. [EE.W.6.1.B](#)
- 2 Write to share information supported by details. [EE.W.6.2](#)
 - a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. [EE.W.6.2.A](#)
 - b Provide facts, details, or other information related to the topic. [EE.W.6.2.B](#)
- 3 Write about events or personal experiences. [EE.W.6.3](#)
 - a Write a narrative about a real or imagined experience introducing the experience and including two or more events. [EE.W.6.3.A](#)
 - c Use words that establish the time frame. [EE.W.6.3.C](#)
 - d Use words that convey specific details about the experience or event. [EE.W.6.3.D](#)

Production and Distribution of Writing

- 4 Produce writing that is appropriate for the task, purpose, or audience. [EE.W.6.4](#)
- 5 With guidance and support from adults and peers, plan before writing and revise own writing. [EE.W.6.5](#)
- 6 Use technology, including the Internet, to produce writing while interacting and collaborating with others. [EE.W.6.6](#)

Research to Build and Present Knowledge

- 7 Conduct short research projects to answer a question. [EE.W.6.7](#)
- 8 Gather information from multiple print and digital sources that relates to a given topic. [EE.W.6.8](#)
- 9 Use information from literary and informational text to support writing. [EE.W.6.9](#)
 - a Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”). [EE.W.6.9.A](#)
 - b Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence.”). [EE.W.6.9.B](#)

Range of Writing

- 10 Write routinely for a variety of tasks, purposes, and audiences. [EE.W.6.10](#)

Speaking and Listening

Comprehension and Collaboration

- 1 Engage in collaborative discussions. [EE.SL.6.1](#)
 - a Come to discussions prepared to share information. [EE.SL.6.1.A](#)
 - b With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. [EE.SL.6.1.B](#)
 - c Ask and answer questions specific to the topic, text, or issue under discussion. [EE.SL.6.1.C](#)
 - d Restate key ideas expressed in the discussion. [EE.SL.6.1.D](#)
- 2 Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study. [EE.SL.6.2](#)
- 3 Identify the reasons and evidence supporting the claims made by the speaker. [EE.SL.6.3](#)

Presentation of Knowledge and Ideas

- 4 Present findings on a topic including descriptions, facts, or details. [EE.SL.6.4](#)
 - 5 Select an auditory, visual, or tactual display to clarify the information in presentations. [EE.SL.6.5](#)
 - 6 Use formal and informal language as appropriate to the communication partner. [EE.SL.6.6](#)
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Language

Conventions of Standard English

- 1 Demonstrate standard English grammar and usage when communicating. [EE.L.6.1](#)
 - a Use personal pronouns (e.g., he, she, and they) correctly [EE.L.6.1.A](#)
 - b Use indefinite pronouns. [EE.L.6.1.B](#)
 - 2 Demonstrate understanding of conventions of standard English. [EE.L.6.2](#)
 - a Use question marks at the end of written questions. [EE.L.6.2.A](#)
 - b Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. [EE.L.6.2.B](#)
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Knowledge of Language

- 3 Use language to achieve desired outcomes when communicating. [EE.L.6.3](#)
 - a Vary use of language when the listener or reader does not understand the initial attempt. [EE.L.6.3.A](#)
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Vocabulary Acquisition and Use

- 4 Demonstrate knowledge of word meanings. [EE.L.6.4](#)
 - a Use context to determine which word is missing from a content area text. [EE.L.6.4.A](#)
 - b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). [EE.L.6.4.B](#)
 - c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. [EE.L.6.4.C](#)
- 5 Demonstrate understanding of word relationships and use. [EE.L.6.5](#)
 - a Identify the meaning of simple similes (e.g., The man was as big as a tree.). [EE.L.6.5.A](#)
 - b Demonstrate understanding of words by identifying other words with similar and different meanings. [EE.L.6.5.B](#)
- 6 Use general academic and domain- specific words and phrases across contexts. [EE.L.6.6](#)