

# Grade 6

## Reading Standards for Literature **RL**

### Key Ideas and Details

- 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.6.1**
- 2 Analyze how the text reflects the theme by citing textual evidence, using direct quoting and summarizing. **RL.6.2**
- 3 Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. **RL.6.3**

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### Craft and Structure

- 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **RL.6.4**
- 5 Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of the text. **RL.6.5**
- 6 Explain how an author develops the perspective of the narrator or speaker in a text. **RL.6.6**

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### Integration of Knowledge and Ideas

- 7 Compare and contrast reading a print text and viewing its visual/oral presentation. **RL.6.7**
- 8 Not applicable to literature **RL.6.8**
- 9 Compare and contrast how various forms or genres of texts approach a similar theme or topic. **RL.6.9**

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### Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. **RL.6.10**

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## Reading Standards for Informational Text **RI**

### Key Ideas and Details

- 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.1**
- 2 Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. **RI.6.2**

- 3 Analyze in detail how an author develops a key individual, event or idea over the course of a text. **RI.6.3**

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### **Craft and Structure**

- 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. **RI.6.4**
- 5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. **RI.6.5**
- 6 Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text. **RI.6.6**

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### **Integration of Knowledge and Ideas**

- 7 Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. **RI.6.7**
- 8 Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims. **RI.6.8**
- 9 Compare and contrast how two or more authors present similar events. **RI.6.9**

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### **Range of Reading and Level of Text Complexity**

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. **RI.6.10**

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## **Composition **C****

### **Text Types and Purpose**

- 1 Compose arguments to support claims with clear reasons and relevant evidence. **C.6.1**
  - a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.6.1.A**
  - b Introduce claim(s), acknowledge opposing claims and organize the reasons and evidence clearly. **C.6.1.B**
  - c Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C.6.1.C**
  - d Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. **C.6.1.D**
  - e Establish and maintain a formal style. **C.6.1.E**
  - f Provide a concluding statement or section that follows from the argument presented. **C.6.1.F**
  - g With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. **C.6.1.G**

- 2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. **C.6.2**
- a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.6.2.A**
  - b Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. **C.6.2.B**
  - c Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. **C.6.2.C**
  - d Use appropriate transitions to clarify the relationships among ideas and concepts. **C.6.2.D**
  - e Use precise language and domain-specific vocabulary to inform about or explain the topic. **C.6.2.E**
  - f Establish and maintain a formal style. **C.6.2.F**
  - g Provide a concluding statement or section that follows from the information or explanation presented. **C.6.2.G**
  - h With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. **C.6.2.H**
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### **Text Types and Purpose**

- 3 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. **C.6.3**
- a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.6.3.A**
  - b Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **C.6.3.B**
  - c Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. **C.6.3.C**
  - d Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. **C.6.3.D**
  - e Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. **C.6.3.E**
  - f Provide a conclusion that follows from the narrated experiences or events. **C.6.3.F**
  - g With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. **C.6.3.G**

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### **Production and Distribution**

- 4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. **C.6.4**

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### **Research to Build and Present Knowledge**

- 5 Conduct short research projects to answer a question, drawing on several sources. **C.6.5**
- 6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. **C.6.6**

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### **Range of Writing**

- 7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. **C.6.7**

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## **Language **L****

### **Conventions of General American English**

- 1 In both written and oral expression: **L.6.1**
  - a Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. **L.6.1.A**
  - b Recognize and correct inappropriate shifts in pronoun number and person. **L.6.1.B**
  - c Recognize variations from General American English and implement strategies to improve expression in academic language. **L.6.1.C**
- 2 When writing: **L.6.2**
  - a Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. **L.6.2.A**
  - b Demonstrate appropriate use of strategies to identify and correct spelling errors. **L.6.2.B**

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### **Knowledge of Language**

- 3 Use knowledge of language and its conventions when writing, speaking, reading or listening. **L.6.3**
  - a Vary sentence patterns for meaning, reader/listener interest and style. **L.6.3.A**
  - b Maintain consistency in style and tone. **L.6.3.B**

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### **Vocabulary Acquisition and Use**

- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. L.6.4
  - a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.6.4.A
  - b Use Greek and Latin affixes and roots as clues to the meaning of a word. L.6.4.B
  - c Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.6.4.C
  - d Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.6.4.D
- 5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.6.5
  - a Interpret figurative language, including but not limited to personification, in context. L.6.5.A
  - b Use the relationship between particular words to better understand each of the words. L.6.5.B
  - c Distinguish among the connotations of words with similar denotations. L.6.5.C