New York English Language Arts - Next Generation

Grade 6

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

6R1. Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. 6R1

6R2. Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text. 6R2

6R3. In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. 6R3

Craft and Structure

6R4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. 6R4

6R5. In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas. 6R5

6R6. Identify the point of view and explain how it is developed and conveys meaning. Explain how an author's geographic location or culture affects his or her perspective. 6R6

Integration of Knowledge and Ideas

6R7. Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. 6R7

6R8. Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. 6R8

6R9. Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. 6R9

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Writing Standards

Text Types and Purposes

6W1. Write arguments to support claims with clear reasons and relevant evidence. 6W1

a. Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. 6W1.A

b. Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. 6W1.B

c. Use precise language and content-specific vocabulary to argue a claim. 6W1.C

d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 6W1.D

e. Provide a concluding statement or section that explains the significance of the argument presented. 6W1.E

f. Maintain a style and tone appropriate to the writing task. 6W1.F

6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 6W2

a. Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; 6W2.A

b. Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. 6W2.B

c. Use precise language and content-specific vocabulary to explain a topic. 6W2.C

d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 6W2.D

e. Provide a concluding statement or section that explains the significance of the information presented. 6W2.E

f. Establish and maintain a style appropriate to the writing task. 6W2.F

6W3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing. 6W3

a. Engage the reader by introducing a narrator and/or characters. 6W3.A

b. Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3.B

c. Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 6W3.C

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 6W3.D

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 6W3.E

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6W4. Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. 6W4

6W5. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable. 6W5

Research to Build and Present Knowledge

6W6. Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. 6W6

6W7. Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources. 6W7

Speaking and Listening

Comprehension and Collaboration

6SL1. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 6SL1

- a. Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 6LS1.A
- b. Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 6SL1.B
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 6SL1.C
- d. Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 6SL1.D

6SL2. Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study. 6SL2

6SL3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 6SL3

Presentation of Knowledge and Ideas

6SL4. Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. 6SL4

6SL5. Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. 6SL5

6SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 6SL6

La nowledge of Language

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6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 6L3

a. Vary sentence patterns for meaning, reader/listener interest, and style. 6L3.A

b. Maintain consistency in style and tone. 6L3.B

Vocabulary Acquisition and Use

6L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 6L4

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. 6L4.A

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 6L4.B

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 6L4.C

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 6L4.D

6L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6L5

a. Interpret figurative language, including personification, in context. 6L5.A

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 6L5.B

c. Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). 6L5.C

6L6. Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. 6L6

Conventions of Academic English/Language for Learning

Core Conventions

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1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. L.1

    33. Ensure that pronouns are in the proper case (subjective, objective, and possessive). L.1.33

    34. Recognize and correct inappropriate shifts in pronoun number and person. L.1.34

    35. Recognize and correct pronouns that have unclear or ambiguous antecedents. L.1.35

    36. Explain the function of phrases and clauses in general, as well as in specific sentences. L.1.36

    37. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.1.37

    38. Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.1.38

    39. Explain the function of verbals (gerunds, participles, infinitives). L.1.39

    40. Form and use verbs in the active and passive voice. L.1.40

    41. Recognize and correct inappropriate verb shifts. L.1.41

Core Punctuation and Spelling

2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. L.2

    20. Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. L.2.20

    21. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.2.21

    22. Use an ellipsis to indicate an omission. L.2.22