

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**

- 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**
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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**
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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**
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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**
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Language Standards

Knowledge of Language

- 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**
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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**
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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](#)
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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](#)