North Carolina Extended Content Standards For English Language Arts

Grade 6

READING: LITERATURE

1 **CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Determine what a text says explicitly as well as what simple inferences must be drawn. RL.6.1

2 **CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Identify details in a text that are related to the theme. RL.6.2

3 **CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Identify how a character responds to a challenge in a story. RL.6.3

4 **RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine how different words could change the meaning of a text. RL.6.4

5 **CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 Determine the structure of a text. RL.6.5

6 **CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Identify words or phrases in the text that describe what the narrator or speaker is thinking or feeling. RL.6.6

7 **CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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. RL.6.7

8 **CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

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K-12 Not applicable to literature

9 **CCRAnchorStandardRL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Compare texts with similar topics or themes. RL.6.9

10 **CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time." RL.6.10

READING: INFORMATIONAL TEXT

1 **CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn. RI.6.1

2 **CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Determine the central idea of a passage; details or facts related to it. RI.6.2

3 **CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Identify information in the text that provides details about individuals, events, or ideas introduced in the text RI.6.3

4 **CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine how word choice changes the meaning of a text. RI.6.4

5 **CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 Determine how the title fits the structure of the text. RI.6.5

6 **CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Determine an author's purpose or point of view. RI.6.6

7 **CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Find similarities across information presented in different formats. RI.6.7

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8 **CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and**

sufficiency of the evidence.

8 Determine claims in a text that are and are not supported by reasons or evidence. RI.6.8

9 CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9 Compare how two texts describe the same event. RI.6.9

10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text. RI.6.10

WRITING

1 CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1 Write claims about topics or text. W.6.1

a Write a claim about a topic or text. W.6.1.A

b Write one or more reasons to support a claim about a topic or text W.6.1.B

2 CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2 Write to share information supported by details. W.6.2

a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. W.6.2.A

b Provide facts, details, or other information related to the topic. W.6.2.B

3 CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3 Write about events or personal experiences. W.6.3

a Write a narrative about a real or imagined experience introducing the experience and including two or more events. W.6.3.A

b Use words that establish the time frame. W.6.3.B

c Use words that convey specific details about the experience or event. W.6.3.C

4 CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

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Use digital tools create to produce and publish writing while interacting and collaborating with others. W.6.4

5 **CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

5 Conduct short research projects to answer a question. W.6.5

6 **CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

6 Gather information from multiple print and digital sources that relates to a given topic. W.6.6

9 **CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**

Omitted because it is an expectation of RL and RI Standards

10 **CCR Anchor Standard W.10 (in 2010 Standards) – 2010: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

Integrated into Standards W.1, W.2, and W.3

SPEAKING AND LISTENING

1 **CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

1 Engage in collaborative discussions. SL.6.1

a Come to discussions prepared to share information. SL.6.1.A

b With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. SL.6.1.B

c Ask and answer questions specific to the topic, text, or issue under discussion. SL.6.1.C

d Restate key ideas expressed in the discussion. SL.6.1.D

2 **CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

2 Identify information presented in diverse media and formats that relates to a topic, text, or issue under study. SL.6.2

3 **CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

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Identify the points the speaker makes by reasons and evidence supporting the claims made by the speaker. SL.6.3

4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4 Communicate findings including descriptions, facts, or details related to main idea or theme. SL.6.4

5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5 Select an auditory, visual, or tactual display to clarify the information in presentations. SL.6.5

6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

6 Integrated into SL.4 SL.6.6

LANGUAGE

1 CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.

1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating. L.6.1

2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing. L.6.2

3 CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.

3 Use language to achieve desired outcomes by attempting to repair communication when a reader or listener does not understand the initial attempt. L.6.3

4 CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4 Demonstrate knowledge of word meanings drawn from grade 6 content using context clues. L.6.4

5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.

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5 Demonstrate understanding of word relationships and use. L.6.5

a Determine the meaning of simple similes (e.g., The man was big as a tree.). L.6.5.A

b Demonstrate understanding of words by identifying other words with similar and different meanings. L.6.5.B

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6 CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6 Use general academic and domain-specific words and phrases across contexts. L.6.6