

Grade 6

Reading Literature RL

- 1 Cite text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.** RL.6.1

- 2 Analyze literary text development.** RL.6.2
 - a Determine and explain a theme of a literary text and how it is developed through specific details. RL.6.2.A
 - b Provide an objective summary of the text, including theme and story details. RL.6.2.B

- 3 Describe how the plot of a story or drama develops through chapters, acts, and/or scenes and how the characters respond or change as the plot moves toward a resolution.** RL.6.3

- 4 Explain how words and phrases shape meaning and tone in a literary text.** RL.6.4
 - a Determine word and phrase meanings, including figurative and/or connotative meanings. RL.6.4.A
 - b Analyze the impact of specific word choices, including sensory language, on meaning and tone. RL.6.4.B

- 5 Analyze how a particular line, sentence, paragraph, chapter, scene, or stanza contributes to the development of the setting, plot, or theme.** RL.6.5

- 6 Explain how an author uses point of view to develop the perspective of the narrator, speaker, or character in a literary text.** RL.6.6

- 7 Compare and contrast reading a literary text to listening to an audio or viewing a video or live version of the text, including how different versions affect tone, mood, or appeal.** RL.6.7

- 8 (Not applicable to literature)** RL.6.8

- 9 Compare and contrast literary texts in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories).** RL.6.9
 - a Identify an implied theme, explicit theme, or life lesson. RL.6.9.A
 - b Analyze a shared theme and explain its development across genres. RL.6.9.B

- 10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.** RL.6.10

Reading
Informational **RI**

1 Analyze text evidence to demonstrate understanding of an informational text (e.g., historical, scientific, and technical text). **RI.6.1**

- a** Analyze what the text says explicitly and cite text evidence. **RI.6.1.A**
 - b** Make and support inferences from the text using cited text evidence. **RI.6.1.B**
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2 Analyze informational text development. **RI.6.2**

- a** Determine a central idea of a text and explain how it is conveyed through particular details. **RI.6.2.A**
 - b** Provide an objective summary of the text that includes a central idea and relevant details. **RI.6.2.B**
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3 Analyze how a key individual, event, or idea is introduced, developed, and elaborated in a text (e.g., through examples, facts, and/or anecdotes). **RI.6.3**

4 Determine the meaning of domain-specific words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings. **RI.6.4**

5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas. **RI.6.5**

6 Determine an author's perspective and/or purpose in a text and explain how it is conveyed in an informational text. **RI.6.6**

7 Integrate information presented in multiple print or digital sources to develop a coherent understanding of a topic or issue. **RI.6.7**

8 Trace and evaluate the argument in an informational text. **RI.6.8**

- a** Identify specific claims in a text. **RI.6.8.A**
 - b** Distinguish claims that are supported by evidence from claims that are not supported by evidence. **RI.6.8.B**
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9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir and a biography written about the same person). **RI.6.9**

10 Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons. **RI.6.10**

Reading Foundations **RF**

4 Read grade-level texts with sufficient fluency to support comprehension. **RF.6.4**

- a** Orally read grade-level text with accuracy (targeting 95% or greater), automaticity, and appropriate expression to gain meaning from text, targeting 146 words correct per minute (wcpm) by the end of sixth grade. **RF.6.4.A**

- b Self-monitor word recognition and understanding, rereading as necessary. [RF.6.4.B](#)

Decode words by applying morphological analysis, word recognition, and etymology including: [RF.6.3.A](#)

- 1 Roots** [RF.6.3.A.1](#)
- 2 Prefixes** [RF.6.3.A.2](#)
- 3 Suffixes** [RF.6.3.A.3](#)

Read common high-frequency words with automaticity such as: [RF.6.3.B](#)

- 1 Phonetically regular words: winter, test, beside** [RF.6.3.B.1](#)
- 2 Partially regular words: square, region, believe** [RF.6.3.B.2](#)
- 3 Irregular words: average, effect, verify** [RF.6.3.B.3](#)

Identify and know the meaning of common Latin and Greek: [RF.6.3.C](#)

- 1 Roots** [RF.6.3.C.1](#)
- 2 Prefixes** [RF.6.3.C.2](#)
- 3 Suffixes** [RF.6.3.C.3](#)

Writing Foundations [WF](#)

- 1 Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.** [WF.6.1](#)
- 2 Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.** [WF.6.2](#)
 - a Encode grade-appropriate multisyllabic words using knowledge of syllable types. [WF.6.2.A](#)
 - b Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. [WF.6.2.B](#)
 - c Encode grade-appropriate irregular words. [WF.6.2.C](#)

Writing [W](#)

- 1 Write argumentative pieces that include:** [W.6.1](#)
 - a A thesis statement, within the introduction, to present an argument; [W.6.1.A](#)
 - b Clear reasons and relevant evidence to support claim(s) that are well organized and demonstrate an understanding of the topic or text; [W.6.1.B](#)
 - c Words, phrases, and clauses that clarify the relationship among claim(s) and reasons; [W.6.1.C](#)
 - d Precise language and domain-specific vocabulary; [W.6.1.D](#)
 - e Language appropriate to the audience and purpose; [W.6.1.E](#)
 - f Use of credible sources; and [W.6.1.F](#)

- g A concluding statement or section that follows from the argument presented. W.6.1.G
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2 Write informative/explanatory pieces that include: W.6.2

- a A thesis statement, within the introduction, to present the topic; W.6.2.A
 - b Relevant facts, definitions, concrete details, quotations, or other information or details to develop the topic; W.6.2.B
 - c Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; W.6.2.C
 - d Appropriate transitions to clarify relationships among ideas and concepts; W.6.2.D
 - e Precise language and domain-specific vocabulary; W.6.2.E
 - f Language appropriate to the audience and purpose; W.6.2.F
 - g Formatting, graphics, and multimedia to clarify information presented, if needed; W.6.2.G
 - h Use of credible sources; and W.6.2.H
 - i A concluding statement or section that follows from the information or explanation presented. W.6.2.I
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3 Write narratives that develop real or imagined sequenced events that include: W.6.3

- a An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; W.6.3.A
 - b An organized event sequence; W.6.3.B
 - c Dialogue, pacing, and description to develop experiences, events, and/or characters; W.6.3.C
 - d A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; W.6.3.D
 - e Precise language, relevant descriptive details, and sensory language; and W.6.3.E
 - f A conclusion that follows from the narrated experiences or events. W.6.3.F
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4 Produce clear and coherent writing, in which the development and organization are appropriate to task, purpose, and audience. W.6.4

5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers. W.6.5

6 Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing. W.6.6

7 Conduct independent research projects to answer a question by: W.6.7

- a Using multiple sources on a topic; W.6.7.A
- b Recording relevant evidence; and W.6.7.B

- c Evaluating and determining relevancy of evidence. **W.6.7.C**

8 Gather and use relevant information from multiple print and digital resources. **W.6.8**

- a Assess the credibility of each source. **W.6.8.A**
- b Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. **W.6.8.B**
- c List basic bibliographic information for sources to avoid plagiarism. **W.6.8.C**

9 Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research. **W.6.9**

10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences. **W.6.10**

**Speaking and
Listening** **SL**

1 Participate in discussions about sixth grade topics and texts in small groups or wholeclass settings, following agreed upon rules. **SL.6.1**

- a Come to discussions prepared (having read and/or studied materials). **SL.6.1.A**
- b Explicitly use the information known about the topic to explore ideas under discussion. **SL.6.1.B**
- c Define individual assigned roles; set specific goals and deadlines as needed. **SL.6.1.C**
- d Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. **SL.6.1.D**
- e Pose and respond to specific questions to clarify or follow up on information. **SL.6.1.E**
- f Demonstrate understanding of multiple perspectives through reflection and paraphrasing. **SL.6.1.F**

2 Interpret information presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and explain how it contributes to a text, topic, or issue under study. **SL.6.2**

3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. **SL.6.3**

4 Present claims and findings using: **SL.6.4**

- a Logically sequenced ideas; **SL.6.4.A**
- b Relevant descriptions, facts, and details to support main ideas or themes; **SL.6.4.B**
- c Appropriate eye contact; and **SL.6.4.C**
- d Clear speech at an understandable pace. **SL.6.4.D**

5 Include multimedia components and visual displays in presentations when appropriate to clarify information. SL.6.5

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when appropriate to task or situation. SL.6.6

Language L

1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. L.6.1

- a Ensure pronouns are in the proper case (subjective, objective, possessive). L.6.1.A
 - b Use intensive pronouns (e.g. myself, ourselves). L.6.1.B
 - c Recognize and correct inappropriate shifts in pronoun number and person. L.6.1.C
 - d Recognize and correct vague pronouns (i.e. pronouns with unclear or ambiguous antecedents). L.6.1.D
 - e Recognize variations from formal American English, determine appropriateness for the intended purpose and audience, and adjust as necessary (e.g., removing slang from a formal presentation). L.6.1.E
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2 Know and apply formal American English capitalization, punctuation, and spelling when writing. L.6.2

- a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.A
 - b Spell words accurately, using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. L.6.2.B
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3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3

- a Vary sentence structure for meaning, reader/listener interest, and style. L.6.3.A
 - b. Maintain consistent style and tone appropriate to the audience and purpose. L.6.3.B
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4 Determine or clarify the meaning of unknown words or multiple-meaning words and phrases. L.6.4

- a Use context within and beyond a sentence to determine the intended meaning of a word or phrase. L.6.4.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). L.6.4.B
 - c Consult print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech. L.6.4.C
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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5

- a Explain figurative language, including personification, in context. L.6.5.A
 - b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L.6.5.B
 - c Distinguish among the connotations (implied meanings, associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty). L.6.5.C
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6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking. L.6.6