Pennsylvania English Language Arts

Grade 6

Adopted 2014

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. CC.1.2

Key Ideas and Details - Main Ideas

A. Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.2.6.A

Key Ideas and Details - Text Analysis

B. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.2.6.B

C. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. CC.1.2.6.C

Craft and Structure - Point of View

D. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CC.1.2.6.D

Craft and Structure - Text Structure

E. Analyze the author's structure through the use of paragraphs, chapters, or sections. CC.1.2.6.E

Craft and Structure - Vocabulary

F. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.2.6.F

Integration of Knowledge and Ideas - Diverse Media

G. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CC.1.2.6.G

Integration of Knowledge and Ideas - Evaluating Arguments

H. Evaluate an author's argument by examining claims and determining if they are supported by evidence. CC.1.2.6.H

Integration of Knowledge and Ideas - Analysis Across Texts

' Examine how two authors present similar information in different types of text. CC.1.2.6.I

Skip to main content

Vocabulary Acquisition and Use

J. 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. CC.1.2.6.J

K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.6.K

Range of Reading

L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.2.6.L

Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. CC.1.3

Key Ideas and Details - Theme

A. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.3.6.A

Key Ideas and Details - Text Analysis

B. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.3.6.B

Key Ideas and Details - Literary Elements

C. Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. CC.1.3.6.C

Craft and Structure - Point of View

D. Determine an author's purpose in a text and explain how it is conveyed in a text. CC.1.3.6.D

Craft and Structure - Text Structure

E. Analyze how the structure of a text contributes to the development of theme, setting, and plot. CC.1.3.6.E

Craft and Structure - Vocabulary

F. Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.3.6.F

Integration of Knowledge and Ideas - Sources of Information

G. Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. CC.1.3.6.G

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ıntegration of Knowledge and Ideas

H. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. CC.1.3.6.H

Vocabulary Acquisition and Use

I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.6.I

J. 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. CC.1.3.6.J

Range of Reading

K. Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.6.K

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4

Informative/Explanatory

A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.6.A

Informative/Explanatory - Focus

B. Identify and introduce the topic for the intended audience. CC.1.4.6.B

Informative/Explanatory - Content

C. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.6.C

Informative/Explanatory - Organization

D. Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.6.D

Informative/Explanatory - Style

E. Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Use sentences of varying lengths and complexities.
Develop and maintain a consistent voice.
Establish and maintain a formal style. CC.1.4.6.E

Informative/Explanatory - Conventions of Language

F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.6.F

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Opinion/Argumentative

G. Write arguments to support claims. CC.1.4.6.G

Opinion/Argumentative - Focus

H. Introduce and state an opinion on a topic. CC.1.4.6.H

Opinion/Argumentative - Content

I. Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. CC.1.4.6.I

Opinion/Argumentative - Organization

J. Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. CC.1.4.6.J

Opinion/Argumentative - Style

K. Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Use sentences of varying lengths and complexities.
Develop and maintain a consistent voice.
Establish and maintain a formal style. CC.1.4.6.K

Opinion/Argumentative - Conventions of Language

L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.6.L

Narrative

M. Write narratives to develop real or imagined experiences or events. CC.1.4.6.M

Narrative - Focus

N. Engage and orient the reader by establishing a context and introducing a narrator and/or characters. CC.1.4.6.N

Narrative - Content

O. Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. CC.1.4.6.O

Narrative - Organization

P. Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. CC.1.4.6.P

Skip to main content

arrative - Style

Q. Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style.
Use precise language.
Develop and maintain a consistent voice. CC.1.4.6.Q

Narrative - Conventions of Language

R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.6.R

Response to Literature

S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.6.S

Production and Distribution of Writing - Writing Process

T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.6.T

Technology and Publication

U. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CC.1.4.6.U

Conducting Research

V. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CC.1.4.6.V

Credibility, Reliability, and Validity of Sources

W. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CC.1.4.6.W

Range of Writing

X. 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 discipline-specific tasks, purposes, and audiences. CC.1.4.6.X

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as inc dis

Comprehension and Collaboration - Collaborative Discussion

A. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.6.A

Comprehension and Collaboration - Critical Listening

Skip to main content

B. Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence. CC.1.5.6.B

Comprehension and Collaboration - Evaluating Information

C. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CC.1.5.6.C

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

D. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.1.5.6.D

Presentation of Knowledge and Ideas - Context

E. Adapt speech to a variety of contexts and tasks. CC.1.5.6.E

Integration of Knowledge and Ideas - Multimedia

F. Include multimedia components and visual displays in presentations to clarify information. CC.1.5.6.F

Conventions of Standard English

G. Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content. CC.1.5.6.G