

# Grade 6

Adopted 2019

## Reading Standards for Literature

### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1](#)
2. Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary. [RL.6.2](#)
3. Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. [RL.6.3](#)

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### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. [RL.6.4](#)
5. Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. [RL.6.5](#)
6. Explain how an author develops the perspective of the narrator or speaker in a text. [RL.6.6](#)

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### Integration of Knowledge and Ideas

7. Compare/contrast reading a print text and viewing its visual/oral presentation. [RL.6.7](#)
8. Not applicable to literature. [RL.6.8](#)
9. Compare/contrast how various forms or genres of texts approach a similar theme or topic. [RL.6.9](#)

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### Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. [RL.6.10](#)
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## Reading Standards for Informational Text

### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.1**
  2. Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. **RI.6.2**
  3. Analyze in detail how an author develops a key individual, event or idea over the course of a text. **RI.6.3**
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### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. **RI.6.4**
  5. Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. **RI.6.5**
  6. Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text. **RI.6.6**
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### Integration of Knowledge and Ideas

7. Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. **RI.6.7**
  8. Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims. **RI.6.8**
  9. Compare/contrast how two or more authors present similar events. **RI.6.9**
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### Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. **RI.6.10**
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## Composition

### Text Types and Purposes

1. Compose arguments to support claims with clear reasons and relevant evidence. **C.6.1**
  - a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.6.1.A**
  - b. Introduce claim(s) and organize the reasons and evidence clearly. **C.6.1.B**
  - c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text. **C.6.1.C**
  - d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons. **C.6.1.D**
  - e. Establish and maintain a formal style. **C.6.1.E**
  - f. Provide a concluding statement or section that follows from the argument presented. **C.6.1.F**
  - g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach. **C.6.1.G**
2. Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. **C.6.2**
  - a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. **C.6.2.A**
  - b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. **C.6.2.B**
  - c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. **C.6.2.C**
  - d. Use appropriate transitions to clarify the relationships among ideas and concepts. **C.6.2.D**
  - e. Use precise language and domain-specific vocabulary to inform about or explain the topic. **C.6.2.E**
  - f. Establish and maintain a formal style. **C.6.2.F**
  - g. Provide a concluding statement or section that follows from the information or explanation presented. **C.6.2.G**
  - h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on how well purpose and audience have been addressed. **C.6.2.H**
3. Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. **C.6.3**

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.6.3.A**
  - b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **C.6.3.B**
  - c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters. **C.6.3.C**
  - d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. **C.6.3.D**
  - e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. **C.6.3.E**
  - f. Provide a conclusion that follows from the narrated experiences or events. **C.6.3.F**
  - g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. **C.6.3.G**
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#### **Production and Distribution**

- 4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format **C.6.4**
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#### **Research to Build and Present Knowledge**

- 5. Conduct short research projects to answer a question, drawing on several sources. **C.6.5**
  - 6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. **C.6.6**
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#### **Range of Writing**

- 7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. **C.6.7**
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## Language

### Conventions of Standard English

1. In both written and oral expression: **L.6.1**
    - a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. **L.6.1.A**
    - b. Recognize and correct inappropriate shifts in pronoun number and person. **L.6.1.B**
    - c. Recognize variations from standard English and implement strategies to improve expression in conventional language. **L.6.1.C**
  2. When writing: **L.6.2**
    - a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. **L.6.2.A**
    - b. Demonstrate appropriate use of strategies to identify and correct spelling errors. **L.6.2.B**
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### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading or listening. **L.6.3**
    - a. Vary sentence patterns for meaning, reader/listener interest and style. **L.6.3.A**
    - b. Maintain consistency in style and tone. **L.6.3.B**
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### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. **L.6.4**
  - 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. **L.6.4.A**
  - b. Use Greek and Latin affixes and roots as clues to the meaning of a word. **L.6.4.B**
  - c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.6.4.C**
  - d. 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. **L.6.4.D**
5. Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. **L.6.5**
  - a. Interpret figurative language, including but not limited to personification, in context. **L.6.5.A**
  - b. Use the relationship between particular words to better understand each of the words. **L.6.5.B**
  - c. Distinguish among the connotations of words with similar denotations. **L.6.5.C**