

# Grade 6

## Language Domain

Demonstrate command of the system and structure of the English language when writing or speaking. [L.SS.6.1](#)

## Language Domain

**A** Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.SS.6.1.A](#)

**B** Use intensive pronouns (e.g., myself, ourselves). [L.SS.6.1.B](#)

**C** Recognize and correct inappropriate shifts in pronoun number and person. [L.SS.6.1.C](#)

**D** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). [L.SS.6.1.D](#)

**E** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. [L.SS.6.1.E](#)

**F** Recognize spelling conventions. [L.SS.6.1.F](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.KL.6.2](#)

**A** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. [L.KL.6.2.A](#)

**B** Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.KL.6.2.B](#)

**C** Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. [L.KL.6.2.C](#)

**D** Maintain consistency in style and tone. [L.KL.6.2.D](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. [L.VL.6.3](#)

**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.VL.6.3.A](#)

**B** Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. [L.VL.6.3.B](#)

**C** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). [L.VL.6.3.C](#)

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**D** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.VL.6.3.D](#)

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**E** 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). [L.VL.6.3.E](#)

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**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** [L.VI.6.4](#)

**A** Interpret figures of speech (e.g., personification) in context. [L.VI.6.4.A](#)

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**B** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.VI.6.4.B](#)

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**C** Analyze the impact of a specific word choice on meaning and tone. [L.VI.6.4.C](#)

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**D** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). [L.VI.6.4.D](#)

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**Reading Domain**

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**Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.** [RL.CR.6.1](#)

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**Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.** [RL.CI.6.2](#)

**2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. [RL.CI.6.2](#)

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**Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.** [RI.CI.6.2](#)

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**2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.** [RI.CI.6.2](#)

**Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.** [RL.IT.6.3](#)

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**3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.** [RL.IT.6.3](#)

**Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.** [RI.IT.6.3](#)

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**3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.** [RI.IT.6.3](#)

**Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.** [RL.TS.6.4](#)

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**4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.** [RL.TS.6.4](#)

**Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions,**

**4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.** [RI.TS.6.4](#)

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Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). **RL.PP.6.5**

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Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation. **RI.PP.6.5**

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Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. **RL.MF.6.6**

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Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue. **RI.MF.6.6**

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Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **RI.AA.6.7**

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Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. [RL.CT.6.8](#)

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## Writing Domain

Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. [W.AW.6.1](#)

## Writing Domain

**A** Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. [W.AW.6.1.A](#)

**B** Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. [W.AW.6.1.B](#)

**C** Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. [W.AW.6.1.C](#)

**D** Establish and maintain a formal/academic style, approach, and form. [W.AW.6.1.D](#)

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**E Provide a concluding statement or section that follows from the argument presented.** W.AW.6.1.E

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Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.IW.6.2

**A Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.** W.IW.6.2.A

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**B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.** W.IW.6.2.B

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**C Use appropriate transitions to clarify the relationships among ideas and concepts.** W.IW.6.2.C

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**D Use precise language and domain-specific vocabulary to inform about or explain the topic.** W.IW.6.2.D

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**E Acknowledge and attempt a formal/academic style, approach, and form.** W.IW.6.2.E

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**F Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.** W.IW.6.2.F

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Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.NW.6.3

**A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.** W.NW.6.3.A

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**B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.** W.NW.6.3.B

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**C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.** W.NW.6.3.C

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**D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.** W.NW.6.3.D

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**E Provide a conclusion that follows from the narrated experiences or events.** W.NW.6.3.E

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With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and

**4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.** W.WP.6.4

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**Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.** [W.WR.6.5](#)

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**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.** [W.SE.6.6](#)

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**Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** [W.RW.6.7](#)

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**Speaking and Listening Domain**

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**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with**

**5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.** [W.WR.6.5](#)

**6. 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.** [W.SE.6.6](#)

**7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** [W.RW.6.7](#)

**Speaking and Listening Domain**

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**A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.** [SL.PE.6.1.A](#)

diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.PE.6.1](#)

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- B** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.PE.6.1.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. [SL.PE.6.1.C](#)
  - D** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.PE.6.1.D](#)
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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. [SL.II.6.2](#)

- 2.** 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. [SL.II.6.2](#)

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [SL.ES.6.3](#)

- 3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [SL.ES.6.3](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). [SL.PI.6.4](#)

- 4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). [SL.PI.6.4](#)

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. [SL.UM.6.5](#)

- 5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. [SL.UM.6.5](#)
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**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. [SL.AS.6.6](#)**

**6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. [SL.AS.6.6](#)**