

# Essential Elements: Grade 6

## Reading

### Key Ideas & Details

- 1 Determine what a text says explicitly as well as what simple inferences should be drawn. (RI&RL) [EE.R.6.1](#)
  - 2 Determine details in a text that are related to the theme or main idea. (RI&RL) [EE.R.6.2](#)
  - 3 In literary texts, identify how a character responds to a challenge in a text. (RL) In informational texts, identify a detail that elaborates upon individuals, events, or ideas introduced in a text. (RI) [EE.R.6.3](#)
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### Craft & Structure

- 4 Determine how word choice changes the meaning in a text. (RI&RL) [EE.R.6.4](#)
  - 5 Given guidance and support determine the structure of a text(e.g., story, poem, drama, argument, directions, informational). (RI &RL) [EE.R.6.5](#)
  - 6 With guidance and support, identify words or phrases in the text that describe or show the narrator, speaker, or author's point of view. (RI&RL) [EE.R.6.6](#)
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### Integration of Knowledge & Ideas

- 7 Find similarities in information presented in different media or formats as well as in text. (RI&RL) [EE.R.6.7](#)
  - 8 Distinguish claims in a text supported by reason. (RI) [EE.R.6.8](#)
  - 9 Compare and contrast how two texts describe details and make connections to other texts, ideas, cultural perspectives, identities, eras, or personal experiences. (RI&RL) [EE.R.6.9](#)
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## Writing

### Text Types & Purposes

- 1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low-stakes purposes. [EE.W.6.1](#)
  - 2 With guidance and support, use writing and/or dictation to write in a variety of modes: [EE.W.6.2](#)
    - a Write an argument with a clearly stated claim about a topic and include clear reasons to support that claim. [EE.W.6.2.A](#)
    - b Write informative texts which introduce a topic and provide facts, details, and/or multimedia content to develop the topic. [EE.W.6.2.B](#)
    - c Write narratives to convey events and experiences, real or imagined. [EE.W.6.2.C](#)
    - d Include dialogue, details regarding what happened, and tell about the events in the order in which they occurred. [EE.W.6.2.D](#)
  - 3 Use a combination of drawing, dictating and writing to create a text that includes an introduction, body, and conclusion, uses words that convey specific details, transitions to link and build connections, and temporal words to signal event order. [EE.W.6.3](#)
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### Production & Distribution of Writing

- 4 Produce writing that is appropriate for the task, purpose, or audience. [EE.W.6.4](#)
  - 5 With guidance and support from adults and peers, plan before writing and produce writing focused on the planned topic, and revise and edit their own writing, dictation, or pictures. [EE.W.6.5](#)
  - 6 Use digital tools, including the Internet, to produce and publish writing while interacting and collaborating with others. Produce writing through printing, cursive, and/or typing. [EE.W.6.6](#)
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### Inquiry to Build & Present Knowledge

- 7 With guidance and support, conduct short inquiry projects to answer a question. [EE.W.6.7](#)
  - 8 Gather information about a given topic from multiple print or digital sources. [EE.W.6.8](#)
  - 9 With guidance and support from adults, draw evidence from literary or informational texts to support reflection or inquiry questions based on a reading of a literary or informational text. [EE.W.6.9](#)
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## Speaking and Listening

### Comprehension & Collaboration

- 1 Engage in collaborative discussions. **EE.SL.6.1**
    - a Come to discussions prepared to share information, with evidence. **EE.SL.6.1.A**
    - b With guidance and support from adults and peers, follow simple, agreed-upon norms for discussions and contribute information. **EE.SL.6.1.B**
    - c Ask and answer questions specific to the topic, text, or issue under discussion. **EE.SL.6.1.C**
    - d Restate key ideas expressed in the discussion **EE.SL.6.1.D**
  - 2 Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study. **EE.SL.6.2**
  - 3 Identify the reasons and evidence supporting the claims made by the speaker. **EE.SL.6.3**
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### Presentation of Knowledge & Ideas

- 4 Clearly present findings on a topic including descriptions, facts, or details, considering the audience. **EE.SL.6.4**
  - 5 Select an auditory, visual, or tactual display to clarify the information in presentations. **EE.SL.6.5**
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## Language

### Knowledge of Language

- 1 Use language to achieve desired outcomes when communicating. **EE.L.6.1**
  - a Notice that standardized English is only one dialect of many and has a specific history. **EE.L.6.1.A**
  - b Notice the language demands of a writing/speaking situation (i.e. formal, informal) and respond in an appropriate way. **EE.L.6.1.B**
  - c Expand or combine sentences for meaning, interest, and style. **EE.L.6.1.C**
  - d Maintain consistency in use of language. **EE.L.6.1.D**

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## Vocabulary Acquisition & Use

- 2 Demonstrate knowledge of word meanings. [EE.L.6.2](#)
  - a Use context to determine which word is missing from a content area text. [EE.L.6.2.A](#)
  - b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). [EE.L.6.2.B](#)
  - c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. [EE.L.6.2.C](#)
- 3 Demonstrate understanding of word relationships and use. [EE.L.6.3](#)
  - a Determine the meaning of words in a text, distinguish between literal and non-literal language. [EE.L.6.3.A](#)
  - b Identify the meaning of simple similes (e.g., The man was as big as a tree.). [EE.L.6.3.B](#)
  - c Not applicable [EE.L.6.3.C](#)
  - d Demonstrate understanding of words by identifying other words with similar and different meanings [EE.L.6.3.D](#)
- 4 Use general academic and domain specific words and phrases across contexts. [EE.L.6.4](#)

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## Conventions of Standardized English

- 5 Demonstrate standardized English grammar and usage when communicating. [EE.L.6.5](#)
  - a Use personal pronouns (e.g., he, she, they) per the preference of the subject. [EE.L.6.5.A](#)
  - b Use indefinite pronouns. [EE.L.6.5.B](#)
- 6 Demonstrate understanding of conventions of standardized English. [EE.L.6.6](#)
  - a Use question marks at the end of written questions. [EE.L.6.6.A](#)
  - b Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. [EE.L.6.6.B](#)