

## Sixth Grade ELA Common Core State Standards

### READING INFORMATIONAL TEXT (RI)

- **Key Ideas and Details**
  - **RI.6.1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - **RI.6.2** - Determine a 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.
  - **RI.6.3** - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **Craft and Structure**
  - **RI.6.4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings.
  - **RI.6.5** - 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.6.6** - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **Integration of Knowledge and Ideas**
  - **RI.6.7** - 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.
  - **RI.6.8** - Trace 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.6.9** - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **Range of Reading and Level of Text Complexity**
  - **RI.6.10** - By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### WRITING (W)

- **Text Types and Purposes**
  - **W.6.1** - Write arguments to support claims with clear reasons and relevant evidence.
    - a) Introduce claim(s) and organize the reasons and evidence clearly.
    - b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
    - c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
    - d) Establish and maintain a formal style.
    - e) Provide a concluding statement or section that follows from the argument presented.
  - **W.6.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - f) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
    - g) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - h) Use appropriate transitions to clarify the relationships among ideas and concepts.

- i) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - j) Establish and maintain a formal style.
  - k) Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - l) 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.
  - m) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - n) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - o) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - p) Provide a conclusion that follows from the narrated experiences or events.
- **Production and Distribution of Writing**
  - **W.6.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
  - **W.6.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)
  - **W.6.6** - 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.
- **Research to Build and Present Knowledge**
  - **W.6.7** - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
  - **W.6.8** - 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.6.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - b) Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
- **Range of Writing**
  - **W.6.10** - 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 audience.

## **SPEAKING AND LISTENING (SL)**

- **Comprehension and Collaboration**
  - **SL.6.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- 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.
- b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **SL.6.2** - 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.
- **Presentation of Knowledge and Ideas**
  - **SL.6.4** - 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.
  - **SL.6.5** - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
  - **SL.6.6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

## LANGUAGE (L)

- **Conventions of Standard English**
  - **L.6.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a) Ensure that pronouns are in the proper case (subjective, objective, possessive).
    - b) Use intensive pronouns (e.g., myself, ourselves).
    - c) Recognize and correct inappropriate shifts in pronoun number and person.\*
    - d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
    - e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
  - **L.6.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - f) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
    - g) Spell correctly.
- **Knowledge of Language**
  - **L.6.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a) Vary sentence patterns for meaning, reader/listener interest, and style.\*

b) Maintain consistency in style and tone.\*

- **Vocabulary Acquisition and Use**

- **L.6.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- 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.

- b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- c) 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.

- d) 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.6.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- e) Interpret figures of speech (e.g., personification) in context.

- f) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- g) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

- **L.6.6** - 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.