

Sixth Grade English Language Arts Common Core Standards

Reading Standards for Literature – Grade 6

| Key Ideas and Details | |
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| | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| | <i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Provide evidence of understanding complex plots with multiple events and characters in responses to reading or in-text summaries |
| | <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Infer what the writer means but has not stated using evidence from the text ✓ Support thinking beyond the text with specific evidence based on personal experience, or knowledge or evidence from the text ✓ Identify evidence that supports arguments ✓ Consistently make predictions before, during, and after reading using evidence from the text to support thinking |
| | <i>Thinking About the Text</i> <ul style="list-style-type: none"> ✓ Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text |
| | 2. 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. |
| | <i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Include appropriate and important details when summarizing texts ✓ Construct summaries that are concise and reflect the important and overarching ideas and information in texts |
| | <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ State an interpretation of the writer’s underlying messages (themes) ✓ Infer themes and ideas from illustrations in graphic text |
| | <i>Thinking About the Text</i> <ul style="list-style-type: none"> ✓ Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events) ✓ Derive and critique the moral lesson of a text |
| | 3. Describe how a particular story’s 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. |
| | <i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships ✓ Identify and discuss the problem, the events of the story and the resolution ✓ Provide details that are important to understanding the relationship among plot, setting, and character traits |
| | <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Hypothesize and discuss the significance of the setting in character development and plot resolution ✓ In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them |

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| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Examine character traits in a complex way, recognize that they are multidimensional and change over time |
| Craft and Structure | |
| | <p>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.</p> |
| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize subtle meaning for words used in context ✓ Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use ✓ Commit on the author’s word choice and use of language to create subtle shades of meaning and to create the mood ✓ Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English ✓ Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and provide examples of the ways writers select words to convey precise meaning ✓ Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text |
| | <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> |
| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Follow complex plots, including texts with literary devices (e.g., flashbacks and stories within stories) ✓ Gain important information from texts with complex plots (often with subplots) multiple characters, and episodes, and long stretches of descriptive language and dialogue |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Show evidence of recognize the author’s use of literacy features such as mood, imagery, exaggeration, plot structure, or personification |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize differentiation of plot structures for different purposes ✓ Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending) ✓ Appreciate poetic and literacy texts in terms of language, sentences or phrase construction, and organization of the text ✓ Evaluate the effectiveness of author’s use of literacy devices such as exaggeration, imagery, personification ✓ Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning ✓ Recognize and understand satire, parody, allegory, and monologue and their purposes and characteristics ✓ Understand when a writer has combined underlying organizational structures |

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| | (description, compare and contrast, temporal sequence, problem and solution, cause and effect) |
| | 6. Explain how an author develops the point of view of the narrator or speaker in a text. |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Understand and discuss main and supporting characters and their development using information from description; what characters, say, think, and do; and what other characters say and think about them ✓ Understand subtexts where the author is saying one thing but meaning another ✓ Recognize and discuss different cultures and historical perspectives |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize the narrator and discuss how the choice of first or third person point of view contributes to the reader’s enjoyment and understanding ✓ Compare and contrast multiple points of view |
| Integration of Knowledge and Ideas | |
| | 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections between plays, scripts, and narratives ✓ Make connections between texts and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing |
| | 8. (Not applicable to literature) |
| | 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Build meaning across several texts (fiction and nonfiction) |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy ✓ Make connections to other texts by topic, major ideas, author’s style and genres ✓ Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other ✓ Connect characters within and across texts and genres by circumstances, traits, or actions ✓ Specify the nature of connections (topic, content, type of story, writer) |
| Range of Reading and Level of Text Complexity | |
| | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed as the high end of the range. |
| | <ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 6-8</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 955-1155 ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level Y (end of 6th grade) |

A Network of Processing Systems for Reading



Reading Standards for Informational Texts – Grade 6

| Key Ideas and Details | |
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| | <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Continuously check with the evidence in a text to ensure that writing reflects understanding |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence based on personal experience, or knowledge or evidence from the text ✓ Identify evidence that supports argument ✓ Make a wide range of predictions using (and including) information as evidence from the text or from knowledge of genre ✓ Support predictions with evidence from the text or from knowledge of genre |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text |
| | <p>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.</p> |
| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Construct summaries that are concise and reflect the important and overarching ideas and information in texts |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people’s lives today |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events) ✓ Derive and critique the moral lesson of a text ✓ Identify main ideas and supporting details ✓ Evaluate how the writer has used illustrations and print to convey big ideas |
| | <p>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).</p> |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Infer character’s or subjects thinking processes and struggles at a key decision points in their lives in fiction or biography |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Note specific examples of the writer’s craft (leads, dialogue, definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, endings) ✓ Analyze a text or a group of texts to reveal insights into the writer’s craft (the way the writer reveals characters, or uses symbolism, humor, irony, suspense) ✓ Note the different ways the nonfiction writer organized and provided information ✓ Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood |

| Craft and Structure | |
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| | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize subtle meaning for words used in context ✓ Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use ✓ Notice that words have multiple meanings and use this knowledge to understand a text ✓ Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English ✓ Understand a variety of words that represent big ideas and abstract ideas and concepts |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice how an author uses words in a connotative way (to imply something beyond the literal meaning) |
| | 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. |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution ✓ Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the Organization ✓ Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations and other features work together to convey meaning ✓ Use knowledge of genre to interpret and write about the quality or characteristics of a text ✓ Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect) |
| | 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Derive the author's purpose and stance even when implicitly stated ✓ Critique the biographer's presentation of a subject, noticing bias ✓ Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda |
| Integration of Knowledge and Ideas | |
| | 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. |

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| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Search for and use information in a wide range of graphics and integrate with information from print (e.g., pictures, captions, diagrams, illustrations with labels, maps, charts) |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections among informational texts and historical fiction and content area study using information from one setting to assist comprehending in the other ✓ Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy ✓ Build meaning across several texts (fiction and nonfiction) ✓ Mentally form categories of related information and revise them as new information is acquired across the text ✓ Integrate existing content knowledge with new information from a text to consciously create new understandings |
| | <p>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.</p> |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Identify evidence that supports argument |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Evaluate the quality or authenticity of the text, including the writer’s qualifications and background knowledge ✓ Identify contradiction ✓ Distinguish between fact and opinion ✓ Critique an author’s use of argument and persuasion ✓ Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text ✓ Critique texts in terms of the writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda) |
| | <p>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).</p> |
| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Build meaning across several texts (fiction and nonfiction) |
| | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author’s styles, and genres ✓ Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ✓ Connect characters within and across texts and genres by circumstances, traits, or actions ✓ Specify the nature of connections (topic, content, type of story, writer) |
| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Identify similarities across texts (concepts, theme, style, organization) |
| <p>Range of Reading and Level of Text Complexity</p> | |
| | <p>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.</p> |

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| | <p>✓ <i>Text Complexity Grade Band 6-8</i></p> <ul style="list-style-type: none">○ Lexile Ranges Aligned to CCR Expectations: 955-1155○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level Y (end of 6th grade) |
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Writing Standards – Sixth Grade

| Text Types and Purposes | |
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| | 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. |
| | <i>Writing (Essay)</i> <ul style="list-style-type: none"> ✓ Begin with a title or opening that tells the reader what is being argued or explained – a clearly stated thesis ✓ Use opinions supported by facts ✓ Write well-crafted sentences that express the writer’s convictions |
| | <i>Writing (Organization)</i> <ul style="list-style-type: none"> ✓ Bring the piece to closure, to a logical conclusion, through an ending or summary statement ✓ Present reports that are clearly organized with introduction, facts, and details to illustrate the important ideas, logical conclusions, and common expository structures (compare and contrast, temporal sequence, established sequence, cause and effect, problem and solution, description) ✓ Support ideas with facts, details, examples, and explanations from multiple authorities |
| | <i>Writing (Idea Development)</i> <ul style="list-style-type: none"> ✓ Engage the reader with ideas that show strong knowledge of the topic |
| | <i>Writing (Grammar)</i> <ul style="list-style-type: none"> ✓ Use dependent and independent clauses correctly to communicate meaning |
| | <i>Oral, Visual, and Technological Communication (Word Choice)</i> <ul style="list-style-type: none"> ✓ Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement |
| | <i>Oral, Visual, and Technological Communication (Ideas and Content)</i> <ul style="list-style-type: none"> ✓ Support the argument with relevant evidence |
| | <i>Oral, Visual, and Technological Communication (Gathering Information/Research)</i> <ul style="list-style-type: none"> ✓ Search to authenticate sources of information |
| | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| | a. 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. |
| | b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| | c. Use appropriate transitions to clarify the relationships among ideas and concepts. |
| | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | e. Establish and maintain a formal style. |
| | f. Provide a concluding statement or section that follows from the information or explanation presented. |

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| | <p><i>Writing (Literary Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Include features (for example: table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (for example: glossary) to provide information to the reader ✓ Use headings and subheadings to organize different parts and guide the reader ✓ Include facts, figures, and graphics as appropriate ✓ Present details and information in categories or some other logical order ✓ Write an engaging lead and first section that orient the reader and provide an introduction to the topic |
| | <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Understand that feature articles and reports require research and organization ✓ Use quotes from experts (written text, speeches, or interviews) ✓ Use new vocabulary specific to the topic |
| | <p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ✓ Provide details, examples, and images that develop and support the thesis |
| | <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ End an informational text with a thoughtful or enlightening conclusion ✓ Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structure (compare and contrast, temporal sequence, established sequence, cause and effect, problem solution, description) |
| | <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ✓ Use a variety of transitions and connections (words, phrases, sentences, and paragraphs) |
| | <p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ✓ Select precise words to reflect the intended message or meaning |
| | <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Add transitional words and phrases to clarify meaning and make the writing smoother |
| | <p><i>Writing (Sketching/Drawing)</i></p> <ul style="list-style-type: none"> ✓ Create sketches and drawings that are related to the written text and increase reader's understanding and enjoyment |
| | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> |
| | <p>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.</p> |
| | <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> |
| | <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> |
| | <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> |
| | <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> |
| | <p><i>Writing (Memoir – Personal Narrative/Autobiography)</i></p> <ul style="list-style-type: none"> ✓ Understand a person's narrative as a type of memoir that tells a story from the writer's life |
| | <p><i>Writing (Short Fiction)</i></p> <ul style="list-style-type: none"> ✓ Understand fiction as a short story about an event in the life of a main character |

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| | <ul style="list-style-type: none"> ✓ Use dialogue skillfully in ways that show character traits and feelings ✓ Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and a satisfying ending |
| | <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Use well-crafted transitions to support the pace and flow of the writing |
| | <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ✓ Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ✓ Use descriptive language and dialogue to present characters who appear and develop in memoir, biography ✓ Write in first, second, and third person to create different effects |
| | <p><i>Writing (Word Choices)</i></p> <ul style="list-style-type: none"> ✓ Use transitional words for time flow (next, while) |
| | <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Establish an initiating event in a narrative with a series of events flowing from it |
| Production and Distribution of Writing | |
| | 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.) |
| | <p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Organize the text appropriately as a narrative or informational piece |
| | <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Understand how the purpose of the writing influences the selection of genre ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ✓ Write with a specific reader or audience in mind ✓ Select from a variety of forms the kind of text that will fit the purpose (books with illustration and word; alphabet books, label books poetry books, question and answer books, illustration-only books) |
| | <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Identify vague parts and change the language or content to be more precise, to the point, or specific |
| | 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.) |
| | <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Generate and expand ideas through talk with peers and teacher ✓ Observe carefully events, people, settings, and other aspects of the world to gather information on a topic or to make a story and characters true to life ✓ Get ideas from other books and writers about how to approach a topic |
| | <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Understand revision as a means for making written messages stronger and clearer to readers ✓ Change writing in response to peer or teacher feedback ✓ Understand that a writer rereads and revises while drafting (recursive process) ✓ Reread writing to heck for clarity and purpose |

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| | <ul style="list-style-type: none"> ✓ Reshape writing to make the text into different genre (for example: personal narrative to poem) |
| | <p><i>Writing (Editing/Proofreading)</i></p> <ul style="list-style-type: none"> ✓ Understand that the writer shows respect for the reader by applying what is know about conventions ✓ Know how to use an editing and proofreading checklist |
| | <p><i>Writing (Viewing Self as a Writer)</i></p> <ul style="list-style-type: none"> ✓ Take risks as a writer ✓ Discuss what one is working on as a writer ✓ Self-evaluate own writing and talk about what is good about it and what techniques were used ✓ Seek feedback on writing |
| | <p>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.</p> |
| | <p>Writing (Handwriting/Word Processing)</p> <ul style="list-style-type: none"> ✓ Use word-processing with understanding of how to produce and vary text (layout, font, special techniques) ✓ Use efficient keyboarding skills to create, drafts, revise, edit, and publish |
| | <p>Oral, Visual, and Technological Communication (General Communication)</p> <ul style="list-style-type: none"> ✓ Send and respond to email messages, adjusting style to audience ✓ Participate in online learning groups ✓ Understand the concept of networking and be able to identify various components of a computer system |
| | <p>Oral, Visual, and Technological Communication (Publishing)</p> <ul style="list-style-type: none"> ✓ Scan materials, such as photos to incorporate into reports and nonlinear presentations ✓ Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products |
| <p>Research to Build and Present Knowledge</p> | |
| | <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> |
| | <p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ✓ Write concisely and to the direction of the question or prompt |
| | <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Ask relevant questions in talking about a topic ✓ Form questions and locate sources for information about topic ✓ Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ✓ Search for appropriate information from multiple sources (books and other print materials, websites, interviews) |
| | <p><i>Oral, Visual and Technological Communication (Gathering Information/Research)</i></p> <ul style="list-style-type: none"> ✓ Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements ✓ Understand the importance of multiple sites and resources for research |
| | <p>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.</p> |

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| | <p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Include appropriate and important details when summarizing texts |
| | <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Include a bibliography of references, in appropriate style, to support a report or article |
| | <p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ✓ Provide details that are accurate, relevant, interesting, and vivid |
| | <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ✓ Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ✓ Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ✓ Record sources of information for citation |
| | <p><i>Oral, Visual and Technological Communication (Gathering Information/Research)</i></p> <ul style="list-style-type: none"> ✓ Locate and validate information on the Internet (approved sites) ✓ Recognize that the information is framed by the sources point of view and us this information to detect bias on websites ✓ Critically read information published on the Internet and compare points of view |
| | <p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ✓ Cite and credit material downloaded from interactive media |
| | <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| | <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> |
| | <p>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”).</p> |
| | <p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Continuously check with the evidence in a text to ensure that writing reflects understanding ✓ Remember significant details from a longer series of events and use them to analyze the story |
| | <p><i>Writing (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ✓ Make connections between historical and cultural knowledge and a text ✓ Support thinking beyond the text with specific evidence from the text or personal knowledge ✓ Make a wide range of predictions using (and including) information as evidence from the text or personal knowledge ✓ Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ✓ Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world |
| | <p><i>Writing (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ✓ Analyze a text or group of texts to reveal insights in the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense) |

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| | <p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ✓ Respond to a text in a way that reflects analytic or aesthetic thinking ✓ State a point of view and provide evidence ✓ State alternate points of view and critically analyze the evidence for each |
| Range of Writing | |
| | 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 audiences. |
| | <p><i>Writing (Short fiction – short story)</i></p> <ul style="list-style-type: none"> ✓ Understand how to write various kinds of fiction by studying mentor texts (e.g. myth, legends, fable, fairytale, historical fiction, fantasy) |
| | <p><i>Writing (Biography)</i></p> <ul style="list-style-type: none"> ✓ Write various kinds of biographical pieces by studying mentor texts |
| | <p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Understand that feature articles and reports require research and organization |
| | <p><i>Writing (Poetry)</i></p> <ul style="list-style-type: none"> ✓ Understand poetry as a unique way to communicate about and describe feelings, sensory images, ideas, or stories |
| | <p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ✓ Analyze prompts to determine purpose, audience, and genre (story, essay, persuasive letter) ✓ Write a clear and focused response that will be easy for the evaluator to understand |
| | <p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ✓ Vary language and style as appropriate to audience and purpose |
| | <p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting ✓ Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer’s notebook |
| | <p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Understand revision as a means for making written messages stronger and clearer to readers ✓ Reread and revise the discovery draft or rewrite sections to clarify meaning ✓ Reread writing to check for clarity and purpose |
| | <p><i>Writing (Editing/Proofreading)</i></p> <ul style="list-style-type: none"> ✓ Understand that the writer shows respects for the reader by applying what is know about conventions |
| | <p><i>Writing (Viewing Self as a Writer)</i></p> <ul style="list-style-type: none"> ✓ Write in a variety of genres across the year ✓ View self as a writer ✓ Write with initiative, investment and independence ✓ Self-evaluate own writing and talk about what is good about it and what techniques were used ✓ State what was learned from each piece of writing ✓ Be productive as a writer; write a specified quantity within a designated time period (for example: one piece each week) |

Speaking and Listening Standards – Sixth Grade

| Comprehension and Collaboration | |
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| | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, 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. |
| | <i>Reading/Discussion (Thinking Within the Text)</i> ✓ Remember where to find information in more complex texts so opinions and theories can be checked through revisiting |
| | <i>Reading/Discussion (Thinking Beyond the Text)</i> ✓ Form implicit questions and search for answers in the text while listening and during discussion ✓ Compare perspectives with other readers and build on the ideas of others in discussion |
| | <i>Oral, Visual, and Technological Communication (Listening and Speaking)</i> ✓ Use conventions of respectful speaking ✓ Respond to others' ideas before changing the subject ✓ Work to use tone and gesture in a collaborative and meaningful way ✓ Evaluate one's own part as a discussant as well as the effectiveness of the group ✓ Facilitate the entire group's discussion by ensuring that no one dominates and everyone has a chance to speak ✓ Monitor own understanding of others' comments and ask for clarification and elaboration ✓ Restate points that have been made and extend or elaborate them ✓ Restate or paraphrase the statements of others ✓ Negotiate issues without conflict or anger |
| | <i>Oral, Visual, and Technological Communication (Presentation)</i> ✓ Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement ✓ Support the argument with relevant evidence |
| | 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. |
| | <i>Reading/Discussion (Thinking Within the Text)</i> ✓ Notice and remember significant information from illustrations or graphics |
| | <i>Reading/Discussion (Thinking Beyond the Text)</i> ✓ Notice and discuss the information provided in section titles, headings, subheadings to predict information provided in a text |
| | <i>Reading/Discussion (Thinking About the Text)</i> |

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| | <ul style="list-style-type: none"> ✓ Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole) |
| | <p><i>Oral, Visual, and Technological Communication (Technology)</i></p> <ul style="list-style-type: none"> ✓ Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements ✓ Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people |
| | <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> |
| | <p><i>Oral, Visual, and Technological Communication(Listening and Understanding)</i></p> <ul style="list-style-type: none"> ✓ Critique presentations with regard to logic or presentation of evidence for arguments ✓ Examine information regarding the credibility of the speaker (or media messages) ✓ Recognize faulty reasoning and bias in presentations and media messages |
| | <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Recognize that information is framed by the source’s point of view and use this information to detect bias on websites |
| <p>Presentation of Knowledge and Ideas</p> | |
| | <p>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.</p> |
| | <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people ✓ Speak directly to the audience, making eye contact with individuals ✓ Demonstrate a well-organized presentation with a clear introduction, body and well-drawn conclusions ✓ Demonstrate the ability to select important information for a concise presentation ✓ Demonstrate the ability to select important information for a concise presentation ✓ Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations ✓ Make expository presentations that report research or explore a topic thoroughly ✓ Make persuasive presentations that present a clear and logical argument |
| | <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> |
| | <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation ✓ Create nonlinear presentations using video, photos, voice-over, and other elements ✓ Scan materials, such as photos, to incorporate into reports and nonlinear presentations ✓ Select appropriate forms of graphics to represent particular types of data (for example, bar or line graphs) ✓ Use digital photos or illustrations from the Internet ✓ Create slides (for example, PowerPoint) to accompany a report ✓ Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media |
| | <p>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</p> |

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| | specific expectations.) |
| | <p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Reflect meaning with the voice through pause, stress, phrasing, and intonation |
| | <p><i>Reading (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ✓ Use voice quality and volume to reflect inferences as to characters' attributes, feelings, and underlying motivations |
| | <p><i>Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ✓ Use the voice to convey the author's purpose or stance ✓ Use the voice to reflect literary features such as exaggeration, imagery, or personification |
| | <p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Deliver both formal and informal presentations in a dynamic way ✓ Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs) ✓ Have an audience in mind before planning the presentation |

Language Standards – Sixth Grade

| Conventions of Standard English | |
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| | 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., <i>myself, ourselves</i>). |
| | 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.* |
| | <i>Writing (Conventions)</i> ✓ Use nouns, verbs, pronouns, adjectives, adverbs, and prepositions in agreement and in conventional order within sentences |
| | <i>Oral, Visual, and Technological Communication (Social Interaction)</i> ✓ Use conventions of respectful speaking |
| | <i>Oral, Visual, and Technological Communication (Presentation)</i> ✓ Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people |
| | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* |
| | b. Spell correctly. |
| | <i>Writing (Conventions)</i> ✓ Identify and use special uses of capitalization (headings, titles, emphasis) ✓ Use commas and parentheses to set off parenthetical information ✓ Spell a large number (500+) of high-frequency words, a wide range of plurals, and base words with inflectional endings |
| Knowledge of Language | |
| | 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.* |
| | <i>Writing (Grammar)</i> ✓ Vary sentence structure and length for reasons of craft |
| | <i>Oral, Visual, and Technological Communication (Organization)</i> ✓ Select genre of oral presentation with audience in mind |
| 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 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 |

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| | of a word (e.g., <i>audience, auditory, audible</i>). |
| | 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). |
| | <i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i> ✓ Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word ✓ Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts ✓ Distinguish between multiple meanings of words when reading texts ✓ Recognize and use the different types of dictionaries, general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic) |
| | <i>Oral, Visual, and Technological Communication</i> ✓ Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products |
| | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| | a. Interpret figures of speech (e.g., personification) in context. |
| | b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| | c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). |
| | <i>Phonics, Spelling, and Word Study (Word Meaning)</i> ✓ Recognize and use words as metaphors and similes to make comparisons ✓ Understand the concept of analogy and its use in discovering relationships between and among words ✓ Distinguish between multiple meanings of words when reading texts |
| | 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. |
| | <i>Reading (Thinking Within the Text)</i> ✓ Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary |