

English Language Arts Grade 6

Reading Standards:

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

- summarize fictional text
- support with evidence
- analyze text and draw inferences
- support inferences with textual evidence

RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

- summarize non-fictional text
- support with evidence
- analyze text and draw inferences
- support inferences with textual evidence

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL6.2 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

- determine theme/central idea of fictional text
- provide details to support theme/central idea
- summarize text as provided by the author – avoid personal opinions/judgments

RI6.2 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

- determine theme/central idea of non-fictional text
- provide details to support theme/central idea

- summarize text as provided by the author – avoid personal opinions/judgments

CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL6.3 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

- identify story plot
- describe how author reveals plot (sequence, foreshadowing, flashback)
- describe how characters change (character traits) due to story events

RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text

- identify key individuals, events, or ideas
- analyze how facts are introduced, illustrated, and elaborated (through examples, anecdotes, graphics)

CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL6.4 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

- use context clues to determine word meaning
- define connotation (positive vs. negative)
- analyze how word choice effects tone
- determine meaning of figurative language (idioms, similes, metaphors, hyperbole, personification)

RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

- use context clues to determine word meaning
- define connotation (positive vs. negative)
- determine meaning of vocabulary specific to informational text

CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL6.5 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

- define structure of different literary genres (poems: lines, stanzas/verse – plays: scenes, acts – stories: chapters)
- analyze how the structure impacts the development of theme, setting, or plot

RI6.5 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

- analyze the individual elements of non-fiction text (captions, headings, subheadings, graphics)
- identify how the text is organized (chronological, compare/contrast, thematically, cause/effect, problem/solution, description)

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

RL6.6 Explain how an author develops the point of view of the narrator or speaker in a text

- identify the author’s perspective or purpose (persuade, inform, entertain)
 - a. explain how an author’s geographic location or culture affects his or her perspective
- determine author’s background (culture, experience, geographic location)
- explain how the author’s background affects his or her perspective

RI6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text

- identify the author’s perspective or purpose (persuade, inform, entertain)

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL6.7 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

- compare/contrast what you see and hear when reading text vs. viewing/listening to same story in a different medium

RI6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue

- synthesis information from a variety of formats (visually, quantitatively, text, graphics, video, audio)
- develop a thorough understanding of a topic or issue by using multiple sources

CCR Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL6.8 (Not applicable to literature)

RI6.8 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

- evaluate specific claims/arguments made in a text
- identify reasons and evidence to support each claim/argument
- distinguish between reasonable and unreasonable claims

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics

- identify various genres (stories, poems, historical novels, fantasy, plays, biographies, fiction genres, folklore, mythology)
- compare/contrast paired selections

RI6.9 Compare and contrast one author’s presentation of events with that of another

- memoir written by and a biography on the same person
- compare/contrast information presented from 2 or more sources
 - a. use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

RL6.10 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 at the high end of the range

- read diverse text, varying genre and increasing difficulty

RI6.10 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

- read diverse text, varying genre and increasing difficulty

CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL6.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations

- a. self-select text based on personal preferences
- b. use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces

Writing (W)

CCR Anchor Standards W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W6.1 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

CCR Anchor Standards W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W6.2 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

CCR Anchor Standards W3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

- 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
- b. use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- b. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- c. use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
- d. provide a conclusion that follows from the narrated experiences or events

CCR Anchor Standards W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W6.4 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.)

- a. produce text (print or non-print) that explores a variety of cultures and perspectives

CCR Anchor Standards W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6.5 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 53.)

CCR Anchor Standards W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W6.6 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

CCR Anchor Standards W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

- multiple short research experiences
- practice posing and refining research questions

CCR Anchor Standards W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W6.8 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

- use multiple sources to gather information on a topic
- assess source credibility/reliability
- summarize/paraphrase and quote to avoid plagiarism
- create a basic bibliography

CCR Anchor Standards W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

- 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”)
- 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”)

CCR Anchor Standards W10: 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 tasks, purposes, and audiences.

W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences

- time for research, reflection, and revision
- a single sitting or a day or two

CCR Anchor Standards W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W6.11 Create and present a text or art work in response to literary work

- develop a perspective or theme supported by relevant details
- recognize and illustrate social, historical, and cultural features in the presentation of literary texts
- create poetry, stories, plays, and other literary forms (e.g. videos, art work)

Speaking and Listening (SL)

CCR Anchor Standards SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

- one-on-one, in groups, and teacher-led
- 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
- e. seek to understand and communicate with individuals from different perspectives and cultural backgrounds

CCR Anchor Standards SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study

- visually, quantitatively, orally
- a. use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively

CCR Anchor Standards SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

CCR Anchor Standards SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL6.4 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

CCR Anchor Standards SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL6.5 Include multimedia components and visual displays in presentations to clarify information

- graphics
- images
- music
- sound

CCR Anchor Standards SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL6.6 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 53 for specific expectations.)

Language (L)

CCR Anchor Standards L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L6.1 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
- c. recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- d. recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

CCR Anchor Standards L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L6.2 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

CCR Anchor Standards L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L6.3 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

CCR Anchor Standards L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L6.4 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)

CCR Anchor Standards L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6.5 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., stingy, scrimping, economical, unwasteful, thrifty)

CCR Anchor Standards L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L6.6 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