

Grade 6 English Language Arts Standards

Reading Informational		Reading Literature	
RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Integrated SL.3	RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Integrated SL.3
RI.2	Analyze informational text development: a. Determine a main/central idea of a text. b. Incorporate key details that convey the main/central idea into an objective summary of the text. Integrated SL.2	RL.2	Analyze literary text development: a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text Integrated SL.2
RI.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). Integrated SL.4	RL.3	Analyze literary elements: a. 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.. Integrated SL.4
RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Integrated L.3 and L.4	RL.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. Integrated L.3 and L.4
RI.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.	RL.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.
RI.6	Determine an author's point of view/perspective or purpose in a text and explain how it is conveyed in the text.	RL.6	Explain how an author develops the perspective of the narrator or speaker in a text.
RI.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.	RL.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.
RI.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.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).	RL.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.
RI.10	Read and comprehend informational texts appropriately complex for grade 6.	RL.10	Read and comprehend literary texts appropriately complex for grade 6.
Reading Foundational			
RF.4	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.		

Grade 6 English Language Arts Standards

Writing Arguments		Writing Informative Texts		Writing Narratives		Writing Other	
W.1	Write arguments to support claims with clear reasons and relevant evidence.	W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.4	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.
	- a Introduce claim(s). - b Organize the reasons and evidence clearly. - c Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - d Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - e Establish and maintain a formal style. - f Provide a conclusion that follows from the argument presented, as appropriate to the task.		- 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 aid 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.		- 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. - c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. - d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. - e Provide a conclusion that follows from the narrated experiences or events.		(Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
						W.5	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. Integrated SL: Leverage available technology to clarify information.
						W.6	Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate: - a Gather relevant information from multiple print and digital sources. - b Assess the credibility of each source. - c Draw evidence from literary or informational texts to support analysis, reflection, and research. - d Quote or paraphrase the data and conclusions of others while avoiding plagiarism. - e Provide basic bibliographic information for sources.

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Speaking and Listening		Language	
SL.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:	L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking: a Use pronouns in the proper case (subjective, objective, possessive). b Use intensive pronouns (e.g., myself, ourselves). c Use the correct pronoun number and person. d Use clear pronouns for unclear antecedents
	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.	L.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b Spell correctly.
SL.2	Interpret information presented in diverse media or formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	L.3	Determine or clarify the meaning of unknown and multiple-meaning words or 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).
SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
SL.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.	L.4	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, wasteful).
SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	L.5	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.