

LITERACY	
Grade 6	
Standard 1: Reading	
	Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
	Performance Indicators:
	Phonics (P), Fluency (F), Comprehension of Literature (CL), Comprehension of Informational Text (CIT)
(P) a.	Accurately read unfamiliar multisyllabic words in and out of context by using combined knowledge of 6th grade phonics and word analysis skills, including: ☐ All letter-sound correspondences ☐ Syllabication patterns ☐ Morphology (e.g., base/roots and affixes)
(F) b.	Read orally with sufficient accuracy (95%) and fluency (rate, phrasing, expression) to support comprehension.
(CL) c.	Cite textual evidence in literature to support analysis of what the text says explicitly as well as inferences drawn from the text.
(CL) d.	Use specific details to compare and contrast in literature: ☐ Relationships between characters or individuals ☐ Settings or events ☐ Stories in same genre or theme (e.g., single event through two sources-memoir and biography) ☐ Ideas or concepts ☐ Structure or information ☐ Multiple texts in the same genre and across different genres ☐ The experience of reading a text to listening to or viewing an audio, video, or live version of the text.
(CL) e.	Analyze theme or idea development and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

(CL) f.	Describe how a plot unfolds and how characters respond or change as the plot moves toward a resolution.
(CL) g.	Analyze impact of word choice on tone and development of plot.
(CL) h.	Analyze structure of texts and how it contributes to theme, setting, plot, and idea development.
(CL) i.	Explain how point of view develops within the text.
(CIT) j.	Cite textual evidence in informational text to support analysis of what the text says explicitly as well as inferences drawn from the text.
(CIT) k.	Use specific details to compare and contrast in informational text, including: ☐ Relationships between characters or individuals ☐ Settings or events ☐ stories in same genre or theme (e.g., single event through two sources-memoir and biography) ☐ Ideas or concepts ☐ Structure or information ☐ Multiple texts in the same genre and across different genres ☐ The experience of reading a text to listening to or viewing an audio, video, or live version of the text.
(CIT) l.	Evaluate arguments by distinguishing and questioning their claims and supporting evidence.
Standard 2: Expository Writing	
	Produce clear and coherent writing for a range of informative and analytical tasks, purposes, and audiences.
	Performance Indicators:
	Text Type and Purposes (TTP), Production and Distribution of Writing (PD)
(TTP) a.	Write arguments to support claims with clear reasons and relevant evidence. ☐ Introduce claim(s) and organize the reasons and evidence clearly. ☐ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

	☐ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ☐ Establish and maintain a formal style. ☐ Provide a concluding statement or section that follows from the argument presented.
(TTP) b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ☐ 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. ☐ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ☐ Use appropriate transitions to clarify the relationships among ideas and concepts. ☐ Use precise language and domain-specific vocabulary to inform about or explain the topic. ☐ Establish and maintain a formal style. ☐ Provide a concluding statement or section that follows from the information or explanation presented.
(PD) c.	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.
(PD) d.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
Standard 3: Expressive Writing	
	Develop polished written work in a variety of genres following a process of drafting, feedback, and revision.
	Performance Indicators:
	Text Type and Purposes (TTP), Production and Distribution of Writing (PD)
(TTP) a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	☐ 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. ☐ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ☐ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ☐ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ☐ Provide a conclusion that follows from the narrated experiences or events.
(PD) b.	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.
(PD) c.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
Standard 4: Expository Research Writing	
	Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Performance Indicators:
a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
b.	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.
c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. ☐ Apply 6th grade 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 6th grade 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”).
Standard 5: Speaking and Listening	
	Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.
	Performance Indicators:
	Listening (L), Speaking (S)
(L) a.	Follow detailed, instructional, multistep directions.
(L) b.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
(L) c.	Follow agreed-upon rules for discussions and carry out assigned roles.
(L) d.	Come to discussions prepared and ready to participate and build off of new information to explore ideas under discussion.
(L) e.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
(L) f.	Separate a speaker's claims between those that are supported by reasons and evidence and those that are not.
(S) g.	Use conventional standard English grammar in a variety of sentence structures to express knowledge.
(S) h.	Present an argumentative, narrative, or expository idea by sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
(S) i.	Incorporate content vocabulary when participating in classroom discussions.
(S) j.	Express thoughts and feelings audibly, clearly and at a reasonable pace while using standard conventions according to the audience.
(S) k.	Paraphrase information from multiple perspectives in discussions to draw conclusions.

(S) l.	Summarize information given orally or presented in diverse media formats with evidence.
Standard 6: Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Performance Indicators:
	Conventions (C), Knowledge of Language (K), Vocabulary (V), Mechanics (M)
(C) a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ☐ Ensure that pronouns are in the proper case (subjective, objective, possessive). ☐ Use intensive pronouns (e.g., myself, ourselves). ☐ Recognize and correct inappropriate shifts in pronoun number and person. ☐ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). ☐ Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
(C) b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ☐ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ☐ Spell correctly.
(K) c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. ☐ Vary sentence patterns for meaning, reader/listener interest, and style. ☐ Maintain consistency in style and tone.
(V) d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade reading and content, choosing flexibly from a range of strategies.

	☐ 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. ☐ Use common, 6th grade Greek or Latin affixes and base/roots as clues to the meaning of a word (e.g., audience, auditory, audible). ☐ 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. ☐ 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).
(V) e.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ☐ Interpret figures of speech (e.g., personification) in context. ☐ Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ☐ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
(V) f.	Acquire and use accurately 6th grade general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(M) g.	Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.