2024-2025 Sixth Grade ELA Standards

Reading Standards: Applications of Reading
Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning. (1.1)
Explain how figurative language impacts mood, tone, and meaning. (1.2)
Analyze how key details contribute to the development of a theme(s) over the course of a literary text. (2.1)
Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text. (2.2)
Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective. (3.1)
Analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and style of a text. (4.1)
Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot. (5.1)
Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text. (5.2)
Trace the development of an author's argument while identifying the types of reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text. (5.3)
Summarize and/or paraphrase content from grade-level text to enhance comprehension. (6.1)
Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies. a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words and phrases; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases. (7.1)
Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty). (8.1)
Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content. (9.1)
Analyze a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and explain how each media's portrayal of the text or subject impacts the audience. (10.1)

Research
Conduct short and more sustained research for inquiry by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic. (1.1)
Determine the credibility of one or more sources consulted and use the most credible source(s). (1.2)
Determine which source(s) and/or information is relevant to the topic. (1.3)
Logically organize findings. (1.4)
Cite sources to avoid plagiarism.(1.5)

Writing and Oral Communication
Write arguments to support a claim with clear reasons and relevant evidence. When writing: a. introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts and/or data as evidence from a credible source(s); c. acknowledge an alternative perspective; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationship(s) between claim and reasons; f. provide a concluding statement or section that follows from the argument presented. (1.1)
Write informative texts to examine a topic and analyze information from one or more sources. When writing: a. introduce a topic clearly and organize information logically; b. develop the topic with relevant facts, definitions, details, quotes, or other information and examples; c. use appropriate transitions to clarify the relationships among ideas and concepts; d. use precise language and vocabulary to inform or to explain the topic; and e. provide a concluding statement or section. (2.1)
Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing: a. produce clear and coherent writing appropriate to the task and audience; b. establish context and introduce a narrator and/or characters; c. organize a logical plot structure; d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, relevant descriptive details, and figurative language to convey experiences and events; and f. provide an ending that follows logically from the narrated experiences or events. (3.1)

Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing: a. apply knowledge of rules for capitalization; b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses; c. use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class); d. determine and correct pronouns with unclear or ambiguous antecedents; e. explain the function of definite and indefinite articles f. distinguish between and use simple, compound, complex, and compound-complex sentences to add variety; g. distinguish between and use different types of phrases (prepositional and appositive); h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and i. consult print and multimedia sources to check and correct spelling. (4.1)
Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content. (5.1)
Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using relevant facts, descriptions, and details. When presenting: a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and audiences; b. convey a clear perspective and purpose; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. use appropriate digital tools for the task, purpose, and audience. (7.1)
Engage in structured conversations and collaborations about grade-appropriate topics and texts: a. ask questions to build on the ideas of others; pose and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate a n understanding of diverse perspectives. (8.1)
Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker's argument and specific claims, distinguishing relevant and valid claims from irrelevant and invalid claims; and b. determine how a speaker articulates a clear message, chooses appropriate media, and/or uses appropriate voice for the audience. (9.1)