**SIXTH GRADE COMMON CORE STANDARDS**

**Standard 1—Reads to Comprehend Literature**

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| **Grade 6-Reading Standards for Literature (Level 1 - Reads to Comprehend Literature) *Report Card Statement*** | | | |
| **Key Ideas and Details (Level 2)** | | | |
|  | **Standard**  **(Level 3)** | **Learning Steps to Achieving the Standard** | **Instructional**  **Vocabulary** |
| 1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | * Explain the literal meaning of the text * Use background knowledge and text to make an inference * Interpret the text explicitly and inferentially * Select text evidence specific to the interpretation | Background Knowledge  Inference  Interpret  Interpretation  Textual Evidence  Explicit |
| 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 | * Identify an idea, theme or topic of substance * Examine relevant supporting details * Determine inferences identified in theme or central idea of the text * Compare and contrast main concepts within text including the problem, events, and the resolution * Develop and formulate information which is used to create a summary | Theme  Relevant Supporting Details  Central Idea  Compare and Contrast  Formulate |
| 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 how authors sequence narrative text by the use of literary elements * Examine character traits to determine how the author directs the plot and the story’s outcome | Character:  -Actions  -Appearance  -Dialogue  -Feelings  -Motivation  -Thoughts  Character traits  Description  Literary Elements:  -Character  -Mood  -Plot  -Point of View  -Setting  -Theme  Plot:  -Climax  -Exposition  -Falling Action  -Resolution  -Rising Action |
| **Craft and Structure (Level 2)** | | | |
| 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. | * Interpret the meaning of the words and phrases using the following strategies: accessing background knowledge, identifying context clues, distinguishing the implication of the word/s (negative, positive, and/or neutral) * Examine the effect of the word choice by inferring and using background knowledge to identify meaning and tone within the text. | Context Clues  Tone |
| 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. | * Identify text structure (organization of text; types of narrative text, sentence structure, poems, lines, rhyme scheme, stanzas, and/or scenes) * Describe the structure (literary devices) of the content * Evaluate the relevance each structure contributes to its theme, setting or plot. | Stanza |
| 6 | Explain how an author develops the point of view of the narrator or speaker in a text. | * Identify the narrator’s traits * Trace the development of the narrator’s traits throughout the story * Explain narrator’s point of view and/ or bias using evidence from the text | Point of View  Description  Bias |
| **Integration of Knowledge and Ideas (Level 2)** | | | |
| 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. | * Read the text version focusing on word choice, setting, and characters to create a visualization using all senses * Experience the story in an alternate media version * Examine the differences found n the versions * Respond to each version, describing personal reactions | Compare/  contrast |
| 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. | * Identify literary elements including plot, setting, theme, character, point-of-view, and mood. * Recognize how the use of literary elements changes genre to genre. * Examine how the same themes or topics are presented differently across genres. | Genre |
| **Range of Reading and Text Complexity (Level 2)** | | | |
| 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. | * Follow the routines of reading workshop * Select appropriate books that that represent interest, level, and purpose, * Identify personal reading goals * Share ideas about reading * Read independently for increasing periods of time |  |

**Standard 2—Reads to Comprehend Informational Text**

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| **Grade 6 - Reading Standards for Informational Text (Level 1 - Reads to comprehend informational text) *Report Card Statement*** | | | |
| **Key Ideas and Details (Level 2)** | | | |
|  | **Standard**  (Level 3) | **Learning Steps to Achieving the Standard** | **Instructional**  **Vocabulary** |
| 1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | * Explain the literal meaning of the text * Use background knowledge and text to make an inference * Interpret the text explicitly and inferentially * Select text evidence specific to the interpretation | Explicit  Textual evidence |
| 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. | * Identify a central idea or topic of substance * Identify relevant supporting details from the text * Organize key information according to text structure * Articulate a literal summary using text evidence, distinct from personal opinion | Textual evidence  Theme  *Topic of substance* |
| 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). | * Identify key individuals, ideas, or events * Identify example(s) or anecdote(s) throughout the text that support the significance of the individual, idea, or event * Examine the development of the individual, event or idea. |  |
| **Craft and Structure (Level 2)** | | | |
| 4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | * Identify new vocabulary or common vocabulary used in an unfamiliar way * Recognize how specific word choices refine meaning * Recognize that words carry negative or positive connotations * Identify figurative and/or technical language * Recall a repertoire of word-solving strategies | Connotation  Context clues  Denotation  Text features  Text structures:  Cause/effect  Chronology Comparison  Classification  Problem/solution  Word-solving strategies:  Affixes  Etymologies  Roots |
| 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. | * Distinguish between important and unimportant information within a text. * Identify the predominant text structure. * Identify the main idea of the text. * Describe how the text structure supports the main idea and author’s purpose. * Select the particular sentence, paragraph, chapter, or section that supports analysis. |  |
| 6 | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | * Identify text details that expose the author’s point of view and/or purpose. * Articulate the author’s point of view and/or purpose by examining evidence and word choice. | Point-of-View |
| **Integration of Knowledge and Ideas (Level 2)** | | | |
| 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. | * Locate pertinent information in each media source or format * Use information culled from a variety of sources * Synthesize the information to convey an understanding of the topic or issue. | Integrate |
| 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. | * Identify the various argument(s) presented in text. * Identify the evidence presented in the text. * Select specific test evidenced that supports the arguments presented in the text. * Identify the evidence that does not support the argument. * Judge the strength of the argument(s) and supporting evidence. | Judge |
| 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). | * + Identify the authors’ points of view and purposes in each text.   + Identify the text details used in each text to support the authors’ points of view and purposes.   + Communicate the similarities and differences presented by each author. | Biography  Memoir |
| **Range of Reading and Text Complexity (Level 2)** | | | |
| 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. | * Formulate the routines of the reading workshop * Select appropriate materials that represent, interest, level, and purpose * Identify personal reading goals * Share ideas about reading * Read independently for increasing periods of time |  |

**Standard 3—Writes to Communicate for a Variety of Purposes**

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| **Grade 6 - Writing Standards (Level 1 - Writes to communicate for a variety of purposes) *Report Card Statement*** | | | |
| **Text Types and Purposes (Level 2)** | | | |
|  | **Standard**  (Level 3) | **Learning Steps to Achieving the Standard** | **Instructional**  **Vocabulary** |
| 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. | ***Use mentor texts***  ***Analyze mentor texts for ideas (topics), opinions, support introduction, conclusion, linking words, (transitions), text structure, and logical development of an argument***  ***a)***   * Construct a thesis statement using thesis statement template * Locate evidence to support thesis * Categorize support to determine sequencing   ***b)***   * Define credible sources * Locate relevant facts to support thesis   ***c)***   * Recognize transition types * Use transition words to create connections between claims   ***d)***   * Identify the characteristics of formal writing   **e)**   * Restate thesis statement * Construct “call to action” to articulate personal relevance. | Argument  Claims  Fact  Persuasion  Relevant  Transition |
| 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. | ***a)***   * Construct a thesis statement using thesis statement template * Identify text structures * Identify text features   ***b)***   * Use appropriate transitions to clarify the relationships among ideas and concepts.   ***c*)**   * Recognize transition types * Use transition words to create connections between text structures and ideas   ***d)***   * Select grade-level academic vocabulary   ***e)***   * Identify the characteristics of formal writing   ***f)***   * Restate thesis statement * Paraphrase information presented | Cause/effect  Classification  Compare/contrast  Paraphrase  Text features  Text structures  Transition |
| 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.  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. | ***a)***   * Experiment with different leads * Recognize points of view * Employ a single point of view throughout   ***c)***   * ***Recognize transition types*** * ***Use transition words to create a logical sequence***   ***e)***   * ***Recognize the “So What?”*** | Descriptive  Dialogue  Flashback  Foreshadowing  Modifier  Narrative  Pacing  Transition |
| **Production and Distribution of Writing (Level 2)** | | | |
| 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.) | ***☜ Follow CC standard*** |  |
| 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.) | ***☜ Follow CC standard*** |  |
| 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. | ***☜ Follow CC standard*** |  |
| **Integrates research to build and present information (Level 1) *Report Card Statement*** | | | |
| 7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | * Examine question to determine needed information * Locate appropriately leveled resources to build background knowledge * Revise question for relevance and specificity | Relevant |
| 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. | * Examine a variety of prepared resources * Identify the conditions of a trustworthy resource * Define primary and secondary sources * Define and recognize plagiarism * Use in-text citations to quote an author; parenthetical information as appropriate * List bibliographic information by following MLA formatting template | *Information sources*  *MLA style*  Paraphrase  *Parenthetical information*  Plagiarism  Primary sources  Secondary sources  Works cited/ bibliography |
| 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.  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”).  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”). | 1. ☜Follow CC standard 2. ☜Follow CC standard  * Examine questions and everyday problems through short research activities (spontaneous and planned) | Genre |
| **Range of Writing (Level 2, for writing or research)** | | | |
| 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. | ☜Follow CC standard | Pacing |

**Standard 4—Demonstrating Listening and Speaking Skills to Communicate**

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| **Grade 6 - Speaking and Listening Standards (Level 1 - Demonstrates listening and speaking skills to communicate) *Report Card Statement*** | | | |
| **Comprehension and Collaboration (Level 2)** | | | |
|  | **Standard**  (Level 3) | **Learning Steps to Achieving the Standard** | **Instructional**  **Vocabulary** |
| 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.  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. | a) ☜Follow CC standard  b) ☜Follow CC standard   * Take turns speaking. * Speak with appropriate volume and rate * Make eye contact. * Enunciate and demonstrate effective body language.   c) ☜Follow CC standard  d) ☜Follow CC standard   * Analyze diverse points of view and experiences. * Formulate conclusions | Active listening  Collegial discussion  Discussion roles  -Facilitator  -Recorder  -Summarizer  -Time keeper  Elaboration |
| 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. | * Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | Bias  Fact vs. opinion  Faulty reasoning |
| 3 | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | * React to a speaker’s message by supporting thinking and challenging others to provide support in the form of evidence and interpretation. | Claims |
| **Presentation of Knowledge and Ideas (Level 2)** | | | |
| 4 | Present information, findings, and supporting evidence clearly, concisely,  and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | * Differentiates between fact and opinion * Identify important points * Cleary presents those points in a logical order * Identify evidence that supports those claims and findings * Include in the evidence and support specific details * Uses effective eye-contact and body language * Enunciates clearly * Projects voice to reach all members of the audience |  |
| 5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and  interactive elements) in presentations to enhance understanding of findings,  reasoning, and evidence and to add interest. | * Uses an appropriate media to present findings (i.e. diagrams, charts, illustrations, video, multimedia, and all available technology) * Media choice clarifies the main points |  |
| 6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | * With support adjusts register (formal, semi-formal, informal) dependent on context or specific task | Formal English |

**Standard 5—Applies Conventions, Grammar, and Vocabulary Knowledge**

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| **Grade 6 - Language Standards (Level 1 - Applies conventions, grammar, and vocabulary knowledge) *Report Card Statement*** | | | |
| **Conventions of Standard English (Level 2)** | | | |
|  | **Standard**  (Level 3) | **Learning Steps to Achieving the Standard** | **Instructional**  **Vocabulary** |
| 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.  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. | a. ☜Follow CC standard   * Use pronouns as the subject. * Use pronouns as the object. * Use pronouns to show possession.   b. Use pronouns to intensify the emphasis on a noun or other pronoun.  c. Use pronouns to agree with verbs and antecedents.  d. Uses pronouns in conjunction with clear subject nouns.  e. Recognize dialect, voice, slang, formal and informal English.  Use dialect, voice, slang, formal and informal English in his/her own writing and speaking. | Antecedent  *Conventions*  **Pronouns:**  -Intensive  -Objective  -Possessive  -Subjective |
| 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. | a. Use punctuation.   * Identify non-essential phrases or clauses within a sentence. * Understand appositives and opening and closing commas. * Determine if non-essential phrases or clauses within a sentence is understated or an abrupt break in thought.   b. Spell correctly.   * Use “break word apart” * Spell by analogy. * Utilize etymological devices. |  |
| **Knowledge of Language (Level 2)** | | | |
| 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. | a. Use varied and purposeful sentence beginnings to create meaning  b. Understand audience  c. Understand purpose and choose appropriate style.  d. Recognizing the influence of word choice, point-of-view, and sentence patterns |  |
| **Vocabulary Acquisition and Use (Level 2)** | | | |
| 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). | a. Use background knowledge to describe what the word or phrase is about.  Recognize the word or phrase’s function in the sentence.  b. Use background knowledge to describe what the roots and affixes mean.  c. Use reference materials   * Locate pronunciation key. * Explain diacritical symbols. * Employ symbols to pronounce word correctly. * Utilize alphabetical order. * Locate word in reference material. * Decipher word entry.   d. Confirm the most appropriate meaning for the word. | Affix  Antonym  Homographs  Homonym  Homophones  Synonym |
| 5 | Demonstrate understanding of figurative 0language, 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). | a. Recognize designated figures of speech.  b. Use if/then clauses, word parts, and classification to understand meaning.  c. Recognize how words can be influenced by connotation and denotation. | Alliteration  Connotations  Denotations  Metaphor  Personification |
| 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. | * Attain vocabulary word lists through subject areas. * Employ word and phrases in verbal and written language. |  |