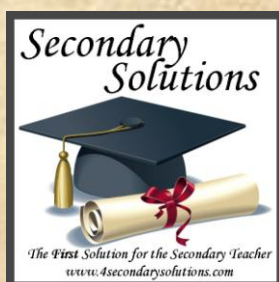


Annotated Common Core Standards

for English Language Arts
Grade 6

Each standard has been explained in detail, taking the guesswork and ambivalence out of creating lesson plans and aligning materials!



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GRADE 6

COMMON CORE STANDARDS: ENGLISH LANGUAGE ARTS

READING: LITERATURE

KEY IDEAS AND DETAILS

- **RL.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - *Students should demonstrate the ability to read a fictional passage or text, understand and articulate what the text directly, as well as indirectly states in order to make an assumption.*
 - *Students should be able to identify, extract, and cite the text to support the response.*
- **RL.6.2.** 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.
 - *Students should demonstrate the ability to articulate the theme or central idea of a fictional text, providing specifics from the text to support the response.*
 - *Students should be able to write a summary of the text that is free of bias and personal opinions.*
- **RL.6.3.** 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.
 - *Students should be able to describe the elements of plot and describe how a particular story fits into the elements of plot structure.*
 - *Students should demonstrate the ability to recognize how characters respond and change as the plot moves forward.*

CRAFT AND STRUCTURE

- **RL.6.4.** 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.
 - *Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.*
 - *Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.*
 - *Students should be able to identify shades of meaning of words and phrases.*
 - *Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.*
 - *Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.*
- **RL.6.5.** 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.
 - *Students must be able to identify theme, setting, and elements of plot.*
 - *Students should be able to recognize elements that contribute to the theme, setting and plot within a text.*

- *Students should be able to demonstrate how a particular sentence, chapter, scene, or stanza fits into the overall structure of the plot, how it illustrates the theme(s) within the text, and how it creates an atmosphere within the text.*
- **RL.6.6.** Explain how an author develops the point of view of the narrator or speaker in a text.
 - *Students should be able to identify different types of points of view (first-person, third-person limited, third-person omniscient) and speakers (reliable, unreliable) within a text or passage.*
 - *Students should be able to demonstrate how the point of view within a text affects the reader and contributes to the overall mood, tone, and overall understanding of the text.*
 - *Students should be able to demonstrate an understanding of how the speaker (reliable or unreliable) can shape a text and how the reader views the characters and/or events of the plot.*

INTEGRATION OF KNOWLEDGE AND IDEAS

- **RL.6.7.** 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.
 - *Schools and/or teachers should make audio and/or video versions of texts available to students.*
 - *Students should spend time listening to or viewing an audio, video, or live version of a text.*
 - *Students should be able to engage in a discussion comparing and contrasting the media version to the print version of a text.*
 - *Students should be able to meaningfully respond to questions comparing and contrasting media versus print versions of a text.*
- **RL.6.8.** (Not applicable to literature)
- **RL.6.9.** 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.
 - *Students should be familiar with different forms (i.e. articles, essays, stories, films, graphic novels, etc.) and genres (i.e. epic, poetry, novel, drama, short stories, etc.) of texts.*
 - *Students should be able to compare and contrast similar themes and topics across different forms and genres (i.e. comparing a novel to a short story of the same theme, a printed poem to an oral presentation of a poem, an essay to a documentary)*

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- **RL.6.10.** 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.
 - *Students should be exposed to a wide range of fictional texts, including those considered below grade level, on grade level, and above grade level.*
 - *Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.*
 - *Students should be able to demonstrate proficiency in the skills outlined in this section.*

READING: INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

- **RI.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - *Students should demonstrate the ability to read a non-fictional passage or text, understand and articulate what the text directly states, as well as indirectly states in order to make an inference.*
 - *Students should be able to pull and cite the text to support the response.*
- **RI.6.2.** 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.
 - *Students should demonstrate the ability to articulate the theme or central idea of a fictional text, providing specifics from the text to support the response.*
 - *Students should be able to write a summary of the text that is free of bias and personal opinions.*
- **RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - *Students should be able to recognize and discuss key individuals in a text.*
 - *Students should be able to demonstrate an understanding of how key individuals, events, or ideas “come to life” in a text.*
 - *Students should be able to identify and pull examples or quotes that contribute to the overall quality and the reader’s understanding of a text.*

CRAFT AND STRUCTURE

- **RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - *Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.*
 - *Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.*
 - *Students should be able to identify shades of meaning of words and phrases.*
 - *Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.*
 - *Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.*
- **RI.6.5.** 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.
 - *Students should be familiar with the structure of different types of non-fiction texts, i.e. articles, biographies, essays, autobiographies, reference materials.*
 - *Students should be able to recognize and articulate how a particular section of a text further develops the author’s reason for writing the text, the development of the overall purpose of the text, and how the particular structure contributes to the understanding and enjoyment of the text.*
- **RI.6.6.** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
 - *Students should be able to recognize and define different types of point of view (i.e. first person, third person limited, third person omniscient).*

- *Students should be able to articulate the purpose of a text, (i.e to inform, to persuade, to entertain).*
- *Students should be able to recognize and indicate how the point of view affects the reader's interpretation or understanding of the text.*
- *Students should be able to recognize words, phrases, and passages that articulate the purpose of the text.*

INTEGRATION OF KNOWLEDGE AND IDEAS

- **RI.6.7.** 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.
 - *Students should be exposed to information in a variety of formats or media (i.e. charts, graphs, statistics, movies, essays, photos, PowerPoint, websites, etc.)*
 - *Students should be able to synthesize this information to help them articulate understanding of a topic or issue.*
 - *Students should be able to compare and contrast the effectiveness of different types of multimedia formats.*
- **RI.6.8.** 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.
 - *Students should be able to recognize and articulate the argument or claims made within a specific text.*
 - *Students should be able to identify and pull specific quotes or passages from a text and explain how the quote or passage contributes to the argument or claim of the text.*
- **RI.6.9.** 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).
 - *Students should be able to compare and contrast the effectiveness of different types of genres and formats of non-fiction texts.*
 - *Students should be able to understand the meaning and purpose behind different types of non-fiction texts, in order to articulate how point of view and purpose contributes to the author's presentation of events.*

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- **RI.6.10.** 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.
 - *Students should be exposed to a wide range of non-fiction texts, including those considered below grade level, on grade level, and above grade level.*
 - *Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.*
 - *Students should be able to demonstrate proficiency in the skills outlined in this section.*

WRITING

TEXT TYPES AND PURPOSES

- **W.6.1.** 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.
- **W.6.2.** 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.
- **W.6.3.** 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.

PRODUCTION AND DISTRIBUTION OF WRITING

- **W.6.4.** 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.)
- **W.6.5.** 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.
- **W.6.6.** 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.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- **W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- **W.6.8.** 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.
 - *Students must have access to a variety of print and digital sources.*
 - *Students should be able to accurately assess the credibility of a source, either in print or digital format.*
 - *Students should be able to identify and gather quotes and data that helps contribute to the research topic or question.*
 - *Students should be familiar with the idea of plagiarism and how to avoid it.*
 - *Students should be able to create a bibliography of information or sources based upon their research.*
- **W.6.9.** 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”).

RANGE OF WRITING

- **W.6.10.** 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.

SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION

- **SL.6.1.** 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.
 - 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.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **SL.6.2.** 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.
 - *Students should be able to gather information about a particular topic.*
 - *Students should be able to synthesize the information and present it in different formats (i.e. PowerPoint, website, oral presentation, graph, chart, digital short, WebQuest, etc.)*
- **SL.6.3.** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

- *Students should be able to demonstrate an understanding of how a speaker contributes to the believability of a text.*
- *Students should be able to recognize and articulate a speaker's argument or claim.*
- *Students should be able to identify reasons and evidence to support a speaker's argument or claim.*

PRESENTATION OF KNOWLEDGE AND IDEAS

- **SL.6.4.** 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.
 - *Students should be able to gather and organize their claims and findings for a research project.*
 - *Students should be able to present their claims and findings in an organized visual format, such as an oral presentation using a poster with images, facts, and details to visually represent findings.*
 - *Students should be able to present this information in a clear and succinct manner, using good eye contact, correct volume and clear pronunciation.*
- **SL.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
 - *Students should be able to present their claims and findings in an organized visual format, such as a PowerPoint presentation (using graphics, images, music, sound) with the student giving an oral report, for example.*
- **SL.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
 - *Students should be given the opportunity to present a “rough draft” of their work before presenting.*
 - *Students should demonstrate the ability to revise and rework the presentation before presenting to the class.*

LANGUAGE

CONVENTIONS OF STANDARD ENGLISH

- **L.6.1.** 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.*
- **L.6.2.** 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.

KNOWLEDGE OF LANGUAGE

- **L.6.3.** 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.*

VOCABULARY ACQUISITION AND USE

- **L.6.4.** 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.
 - 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, grade-appropriate Greek or Latin affixes and 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).
- **L.6.5.** 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, UNWASTEFUL, THRIFTY).
- **L.6.6.** 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.
 - *Students should be given a variety of vocabulary activities designed to expose students to unfamiliar words.*
 - *Students should demonstrate the ability to identify vocabulary words and unfamiliar phrases within a text.*
 - *Students should demonstrate the ability to research the meaning of a word and how it is used.*
 - *Students should be supplied with or gather a list of grade-appropriate academic (i.e. common words used in testing—analyze, justify, reiterate, trace), and domain-specific (i.e. subject-specific words such as hypothesis, inference, ratify, ratio) words.*
 - *Students should demonstrate the ability to use these words in the appropriate context.*
 - *Students should be able to gather a personal list of unfamiliar vocabulary words.*
 - *Students should be able to articulate the meaning of unfamiliar words based upon the context clues, connotation, or definition given.*
 - *Students should be able to use previously unfamiliar words in an appropriate and accurate manner.*