

# Grade 6

Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

- a Engage in collaborative discussions** [EE.SL.6.1.A](#)
  - i** Come to discussions prepared to share information. [EE.SL.6.1.A.I](#)
  - ii** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. [EE.SL.6.1.A.II](#)
  - iii** Ask and answer questions specific to the topic, text, or issue under discussion. [EE.SL.6.1.A.III](#)
  - iv** Restate key ideas expressed in the discussion. [EE.SL.6.1.A.IV](#)

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- b Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study** [EE.SL.6.2.B](#)

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- c Identify the reasons and evidence supporting the claims made by the speaker** [EE.SL.6.3.C](#)

Develop, organize, and present ideas and opinions effectively

- a Present findings on a topic including descriptions, facts, or details** [EE.SL.6.4.A](#)

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- b Select an auditory, visual, or tactual display to clarify the information in presentations** [EE.SL.6.5.B](#)

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- c Use formal and informal language as appropriate to the communication partner.** [EE.SL.6.5.C](#)

Analyze literary elements within different types of literature to make meaning.

- a Determine what a text says explicitly as well as what simple inferences must be drawn** [EE.RL.6.1.A](#)
  - i** Identify details in a text that are related to the theme or central idea [EE.RL.6.2.A.I](#)
  - ii** Identify how a character responds to a challenge in a story [EE.RL.6.3.A.II](#)

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- b Determine how word choice changes the meaning in a text** [EE.RL.6.4.B](#)
  - i** Determine the structure of a text (e.g., story, poem, or drama) [EE.RL.6.5.B.I](#)
  - ii** Identify words or phrases in the text that describe or show what the narrator or speaking is thinking or feeling [EE.RL.6.6.B.II](#)

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**c Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text** [EE.RL.6.7.C](#)

- i Compare and contrast stories, myths, or texts with similar topics or themes [EE.RL.6.9.C.I](#)

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**d Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry** [EE.RL.6.10.D](#)

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**Analyze organization and structure of informational text to make meaning.**

**a Analyze a text to determine what it says explicitly as well as what inferences should be drawn** [EE.RI.6.1.A](#)

- i Determine the main idea of a passage and details or facts related to it [EE.RI.6.2.A.I](#)
- ii Identify a detail that elaborates upon individuals, events, or ideas introduced in a text [EE.RI.6.3.A.II](#)

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**b Determine how word choice changes the meaning of a text** [EE.RI.6.4.B](#)

- i Determine how the title fits the structure of the text [EE.RI.6.5.B.I](#)
- ii Identify words or phrases in the text that describe or show the author's point of view [EE.RI.6.6.B.II](#)

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**c Find similarities in information presented in different media or formats as well as in text** [EE.RI.6.7.C](#)

- i Distinguish claims in a text supported by reason [EE.RI.6.8.C.I](#)
- ii Compare and contrast how two texts describe the same event [EE.RI.6.9.C.II](#)

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**d Demonstrate understanding while actively reading or listening to literary nonfiction** [EE.RI.6.10.D](#)

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**Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.**

**a Demonstrate knowledge of word meanings** [EE.L.6.4.A](#)

- i Use context to determine which word is missing from a content area text. [EE.L.6.4.A.I](#)
- ii Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). [EE.L.6.4.A.II](#)
- iii Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. [EE.L.6.4.A.III](#)

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**b Demonstrate understanding of word relationships and use** [EE.L.6.5.B](#)

- i Identify the meaning of simple similes (e.g., the man was as big as a tree). [EE.L.6.5.B.I](#)
- ii Demonstrate understanding of words by identifying other words with similar and different meanings. [EE.L.6.5.B.II](#)

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**c Use general academic and domain-specific words and phrases across contexts** EE.L.6.6.C

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Write arguments that support claim(s) using clear reasons, relevant evidence, credible sources, and a formal style.

- a Write claims about topics or text** EE.W.6.1.A
- i Write a claim about a topic or text. EE.W.6.1.A.I
  - ii Write one or more reasons to support a claim about a topic or text. EE.W.6.1.A.II
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Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

- a Write to share information supported by details** EE.W.6.3.A
- i Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. EE.W.6.3.A.I
  - ii Provide facts, details, or other information related to the topic. EE.W.6.3.A.II
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Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.

- a Write about events or personal experiences** EE.W.6.3.A
- i Write a narrative about a real or imagined experience introducing the experience and including two or more events. EE.W.6.3.A.I
  - ii Use words that establish the time frame. EE.W.6.3.A.II
  - iii Use words that convey specific details about the experience or event. EE.W.6.3.A.III
  - iv Provide a conclusion about the experience or event. EE.W.6.3.A.IV
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Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

- a Use strategies (e.g., clarify, language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.**
- i Identify and use pronouns accurately in writing.
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- b Demonstrate understanding of conventions of standard English.**
- i Use question marks at the end of the written questions.
  - ii Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
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- c Use language to achieve desired outcomes when communicating** EE.L.6.3.C
- i Vary use of language when the listener or reader does not understand the initial attempt. EE.L.6.3.C.I
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- d Produce writing that is appropriate for the task, purpose, or audience** EE.W.6.4.D
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- e Plan before writing and revise own writing** EE.W.6.5.E

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**f Use technology, including the Internet, to produce writing while interacting and collaborating with others** EE.W.6.6.F

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**g Write routinely for a variety of tasks, purposes, and audiences** EE.W.6.10.G

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**Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.**

**a Conduct short research projects to answer a question** EE.W.6.7.A

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**b Gather information from multiple print and digital sources that relate to a given topic** EE.W.6.8.B

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**c Use information from literary and informational text to support writing** EE.W.6.9.C

- i** Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”). EE.W.6.9.C.I
- ii** Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., “Can you produce an argument by logically organizing the claims and the supporting reasons and evidence.”) EE.W.6.9.C.II