

Grade 6

Adopted 2022

Reading Comprehension

Text Complexity

1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. **6.RC.1**
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Volume of Reading to Build Knowledge

2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. **6.RC.2**
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Textual Evidence

3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. **6.RC.3**
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Reading Fluency

4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension **6.RC.4**
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Literature

5. Use evidence from literature to demonstrate understanding of grade-level texts. **6.RC.5**
 - a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. **6.RC.5.A**
 - b. Describe how characters respond or change as the plot moves toward a resolution. **6.RC.5.B**
 - c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. **6.RC.5.C**
 - d. Explain how authors develop the point of view of the narrator or speaker in texts. **6.RC.5.D**
 - e. 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. **6.RC.5.E**

Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. **6.RC.6**
 - a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. **6.RC.6.A**
 - b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. **6.RC.6.B**
 - c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas. **6.RC.6.C**
 - d. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not. **6.RC.6.D**
 - e. 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). **6.RC.6.E**

Vocabulary Development

Word Building

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. **6.VD.1**
 - 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. **6.VD.1.A**
 - b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical). **6.VD.1.B**
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech. **6.VD.1.C**
 - 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). **6.VD.1.D**
2. Determine how words and phrases provide meaning and nuance to grade-level texts. **6.VD.2**
 - a. Interpret figurative language (e.g., personification, idioms) in context. **6.VD.2.A**
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **6.VD.2.B**
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable). **6.VD.2.C**
 - d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere). **6.VD.2.D**

Academic Vocabulary

3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. **6.VD.3**
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Research Strand

Inquiry Process to Build, Present, and Use Knowledge

1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. **6.RS.1**
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Deep Reading on Topics to Build Knowledge

2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) **6.RS.2**
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Writing Strand

Range of Writing

1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. **6.W.1**
2. Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented. **6.W.2**
3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. **6.W.3**
4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). **6.W.4**
5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. **6.W.5**
6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) **6.W.6**

Handwriting and Keyboarding

7. Write by hand or with technology 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 two pages in a single sitting. **6.W.7**
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Oral and Digital Communications Strand

Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. [6.O DC.1](#)
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. [6.O DC.2](#)
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [6.O DC.3](#)
4. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. [6.O DC.4](#)

Digital Communications

5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented. [6.O DC.5](#)
 6. Follow safety practices and ethical guidelines when gathering, sharing, and using information. [6.O DC.6](#)
 7. Compare and contrast a written story to a digital version, contrasting what is "seen" and "heard" when reading the text with what is perceived when listened to or watched. [6.O DC.7](#)
 8. Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information. [6.O DC.8](#)
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Grammar and Conventions

Grammar and Usage

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. **6.GC.1**
 - a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). **6.GC.1.A**
 - b. Recognize that a word performs different functions according to its position in the sentence. **6.GC.1.B**
 - c. Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves). **6.GC.1.C**
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **6.GC.1.D**
 - e. Recognize and correct inappropriate shifts in pronoun number and person. **6.GC.1.E**
 - f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. **6.GC.1.F**
 - g. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. **6.GC.1.G**
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Mechanics

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **6.GC.2**
 - a. Commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements. **6.GC.2.A**
 - b. Colons to separate hours and minutes and to introduce a list. **6.GC.2.B**
3. Spell derivatives correctly by applying knowledge of bases and affixes. **6.GC.3**