

# Charts to Clarify 6<sup>th</sup> Grade Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

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## Core Reading Standards for Sixth Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. <b>Cite</b> textual <b>evidence</b> to <b>support analysis</b> of what the text says explicitly as well as <b>inferences</b> drawn from the text.	1. <b>Cite</b> textual <b>evidence</b> to <b>support analysis</b> of what the text says explicitly as well as <b>inferences</b> drawn from the text.
2. <b>Determine</b> a <b>theme</b> or <b>central idea</b> of a text and how it is <b>conveyed</b> through particular details; provide a <b>summary</b> of the text distinct from personal <b>opinions</b> or judgments.	2. <b>Determine</b> a <b>central idea</b> of a text and how it is <b>conveyed</b> through particular details; provide a <b>summary</b> of the text distinct from personal <b>opinions</b> or judgments.
3. <b>Describe</b> how a particular story’s or drama’s <b>plot</b> unfolds in a series of episodes as well as how the <b>characters</b> respond or change as the <b>plot</b> moves toward a resolution.	3. <b>Analyze</b> in detail how a key individual, <b>event</b> , or <b>idea</b> is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. <b>Determine</b> the <b>meaning</b> of <b>words</b> and <b>phrases</b> as they are used in a text, including <b>figurative</b> and <b>connotative</b> meanings; analyze the impact of a specific <b>word choice</b> on meaning and <b>tone</b> .	4. <b>Determine</b> the <b>meaning</b> of <b>words</b> and <b>phrases</b> as they are used in a text, including <b>figurative</b> , <b>connotative</b> , and technical meanings.
5. <b>Analyze</b> how a particular sentence, chapter, scene, or stanza fits into the overall <b>structure</b> of a text and contributes to the development of the <b>theme</b> , <b>setting</b> , or <b>plot</b> .	5. <b>Analyze</b> how a particular sentence, paragraph, chapter, or section fits into the overall <b>structure</b> of a text and contributes to the development of the <b>ideas</b> .
6. <b>Explain</b> how an <b>author</b> develops the <b>point of view</b> of the <b>narrator</b> or speaker in a text.	6. <b>Determine</b> an <b>author’s point of view</b> or <b>purpose</b> in a text and <b>explain</b> how it is <b>conveyed</b> in the text.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. <b>Compare</b> and <b>contrast</b> the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including <b>contrasting</b> what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	7. <b>Integrate</b> information presented in different media or formats (e.g., <b>visually</b> , quantitatively) as well as in words to develop a coherent understanding of a <b>topic</b> or issue.
8. (Not applicable to literature)	8. <b>Trace and evaluate</b> the <b>argument</b> and specific <b>claims</b> in a text, distinguishing <b>claims</b> that are <b>supported</b> by <b>reasons</b> and <b>evidence</b> from <b>claims</b> that are not.
9. <b>Compare</b> and <b>contrast</b> texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar <b>themes</b> and <b>topics</b> .	9. <b>Compare</b> and <b>contrast</b> one <b>author’s presentation of events</b> with that of another (e.g., a memoir written by and a biography on the same person).
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. By the end of the year, <b>read and comprehend</b> literature, including <b>stories</b> , <b>dramas</b> , and <b>poems</b> , in the grades 6–8 text complexity band <b>proficiently</b> , with scaffolding as needed at the high end of the range.	10. By the end of the year, <b>read and comprehend</b> literary <b>nonfiction</b> in the grades 6-8 text complexity band <b>proficiently</b> , with scaffolding as needed at the high end of the range.

# The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

## 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.
  - SL.6.1a 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.
  - SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - SL.6.1d 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.
- 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.

## 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.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

***Integrate the Conventions in Writing and Speaking (see the next page).***

<b>CONVENTIONS IN WRITING AND SPEAKING</b>	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___ a. Ensure that pronouns are in the proper case (subjective, objective, possessive). ___ b. Recognize and correct inappropriate shifts in pronoun number and person.* ___ c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___ a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.* ___ b. Spell correctly.
<input type="checkbox"/> 3. Make effective language choices.	___ a. Vary sentence patterns for meaning, reader/listener interest, and style.*
<b>VOCABULARY ACQUISITION AND USE</b>	
<input type="checkbox"/> 4. Determine word meanings ( <i>based on grade 6 reading</i> ).	___ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___ b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>audience, auditory, audible</i> ). ___ c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). ___ d. Interpret various figures of speech (e.g., personification) relevant to particular texts.
<input type="checkbox"/> 5. Understand word relationships.	___ a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses. ___ b. Distinguish a word from other words with similar denotations but different connotations.
<input type="checkbox"/> 6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.	

\* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades.

***TEXT TYPES AND PURPOSES***

- 1. Write arguments in which they:
  - a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim.
  - b. Support the claim with clear reasons and relevant evidence.
  - c. Use words, phrases, and clauses to convey the relationships among claims and reasons.
  - d. Sustain an objective style and tone.
  - e. Provide a concluding statement or section that follows from the argument.
- 2. Write informative/explanatory texts in which they:
  - a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate links and varied sentence structures to join and clarify ideas.
  - d. Use straightforward language to create an objective style appropriate for a reader seeking information.
  - e. Provide a conclusion that follows logically from the information or explanation presented.
- 3. Write narratives in which they:
  - a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.
  - b. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences.
  - d. Choose words and phrases to develop the events, experiences, and ideas precisely.
  - e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.

***PRODUCTION AND DISTRIBUTION OF WRITING***

- 4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.

***RESEARCH TO BUILD KNOWLEDGE***

- 7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.
- 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 documenting sources.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
  - a. Apply *grade 6 reading standards* to literature (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”).
  - b. Apply *grade 6 reading standards* to literary nonfiction (e.g., “Distinguish among fact, opinion, and reasoned judgment presented in a text”).

***RANGE OF WRITING***

- 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 tasks, purposes, and audiences.