

# Core Reading Standards for Sixth Grade

READING LITERATURE	READING INFORMATIONAL TEXT/NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
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).
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. <b>Determine</b> the meaning 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 meaning 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.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
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).
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
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.