

## Sixth Grade ELA Standards to be Addressed in the Fourth Quarter

Please see PARCC [Evidence Tables](#) for PARCC expectations

Please see PARCC [Framework](#) for PARCC expectations

**All standards will be taught to mastery by the end of Q4**

**RL1-4 and RI1-4 are heavily tested on PARCC**

**Throughout the quarter students will cite evidence. Throughout the quarter students will analyze content**

### Reading Standards for Literature

- RL1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL2.** 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.
- RL3.** 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.
- RL4.** 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.
- RL5.** 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.
- RL6.** Explain how an author develops the point of view of the narrator or speaker in a text.
- RL7.** 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.
- RL8.** Is not applicable to literature.
- RL9.** 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.

### Reading Standards for Informational Text

- RI1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI2.** 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.
- RI3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI5.** 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.
- RI6.** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- RI7.** 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.
- RI8.** 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.
- RI9.** 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.)

## Writing Standards/Language Standards

**Throughout the quarter, students will 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.**

**Throughout the quarter students will study and apply grammar**

**Please see PARCC [Evidence Tables](#) for PARCC expectations**

### Writing Standards

**Review all types of writing.**

**W1. Argumentative/Opinion,**

**W2. Informative/Explanatory, and**

**W3. Narrative**

**W4. 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.)**

**W5. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade.)**

**W6. 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.**

**W7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

### Language Standards

**L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Ensure that pronouns are in the proper case (subjective, objective and possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

**L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone

**W8. 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.**

**W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**a. 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”).**

**b. 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”).**

L4. 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.

- 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. 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.
- 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).

L5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationships between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L6. 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.

## Speaking and Listening Standards

Throughout the quarter students will conduct discussions

Throughout the quarter students will report findings

### Comprehension and Collaboration

### Presentation of Knowledge and Ideas

SL1. 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.

- a. 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.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively and orally) and explain how it contributes to a topic, text, or issue under study.

SL3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL4. 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.

SL5. Include multimedia components (e.g., graphics, images, music and sound) and visual displays in presentations to clarify information.

SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)