



**ELA PRIORITY AND SUPPORTING STANDARDS
GRADE 6**

List of Priority Standards as Shown on Report Card	Notes on Supporting Standards
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Reading: Literature			
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
6.RL.2	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.		
		6.RL.3	<i>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 supports 6.RL.5</i>
6.RL.4	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.		
6.RL.5	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.		
		6.RL.6	<i>Explain how an author develops the point of view of the narrator or speaker in a text supports standard 6.RL.2</i>
		6.RL.7	<i>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 supports standard 6.RL.9</i>
6.RL.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.		
		6.RL.10	<i>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range supports ALL standards.</i>
Reading: Informational Text			
6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		



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6.RI.2	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.		
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.		
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
		6.RI.5	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 supports standard 6.RI.3
		6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text supports standard 6.RI.2
		6.RI.7	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 supports standard 6.RI.9
6.RI.8	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.		
6.RI.9	Compare and contrast one author's presentation of events with that of another.		
		6.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range supports ALL standards
Writing			
6.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		



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		6.W.4	<i>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.) supports standards 6.W.1, 6.W.2, and 6.W.3</i>
		6.W.5	<i>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 6.) supports standards 6.W.1, 6.W.2, and 6.W.3</i>
		6.W.6	<i>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 supports standards 6.W.1, 6.W.2, and 6.W.3</i>
		6.W.7	<i>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate supports standard 6.W.8</i>
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase; providing basic bibliographic information for sources and avoiding plagiarism.		
6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
		6.W.10	<i>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 discipline-specific tasks, purposes, and audiences supports standards 6.W.1, 6.W.2, and 6.W.3</i>



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Speaking and Listening			
6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.		
6.SL.2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.		
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
6.SL.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.		
		6.SL.5	<i>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information supports standard 6.W.4</i>
		6.SL.6	<i>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.) supports standard 6.W.4</i>
Language			
6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
		6.L.6	<i>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</i>



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			<i>comprehension or expression supports standard 6.L.4</i>