

Common Core Standards
Grade 6 – English Language Arts
Diocese of Rockville Centre, New York

Identifier	Standard
6.ELA	English Language Arts
6.RL	Reading - Literature
6.RL.01	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.02	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.03	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.
6.RL.04	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.05	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.06	Explain how an author develops the point of view of the narrator or speaker in a text.
6.RL.06a	Explain how an author's geographic location or culture affects his or her perspective.
6.RL.07	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.
6.RL.09	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.RL.10	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.
6.RL.11	Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
6.RL.11a	Self-select text based on personal preferences.
6.RL.11b	Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
6.RI	Reading - Informational Text
6.RI.01	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RI.02	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.03	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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6.RI.04	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.05	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.
6.RI.06	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
6.RI.07	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.
6.RI.08	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.09	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.RI.09a	Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.
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.
6.W	Writing
6.W.01	Write arguments to support claims with clear reasons and relevant evidence.
6.W.01a	Introduce claim(s) and organize the reasons and evidence clearly.
6.W.01b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
6.W.01c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
6.W.01d	Establish and maintain a formal style.
6.W.01e	Provide a concluding statement or section that follows from the argument presented.
6.W.02	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.02a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
6.W.02b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
6.W.02c	Use appropriate transitions to clarify the relationships among ideas and concepts.
6.W.02d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
6.W.02e	Establish and maintain a formal style.
6.W.02f	Provide a concluding statement or section that follows from the information or explanation presented.
6.W.03	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.03a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
6.W.03b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
6.W.03c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
6.W.03d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
6.W.03e	Provide a conclusion that follows from the narrated experiences or events.
6.W.04	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.W.04a	Produce text (print or nonprint) that explores a variety of cultures and perspectives.
6.W.05	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.
6.W.06	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.
6.W.07	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6.W.08	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.
6.W.09	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.W.09a	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”).
6.W.09b	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”).
6.W.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 discipline-specific tasks, purposes, and audiences.
6.W.11	Create and present a text or art work in response to literary work.
6.W.11a	Develop a perspective or theme supported by relevant details.
6.W.11b	Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
6.W.11c	Create poetry, stories, plays and other literary forms (e.g. videos, art work).
6.SL	Speaking and Listening
6.SL.01	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.

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6.SL.01a	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.
6.SL.01b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
6.SL.01c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
6.SL.01d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
6.SL.01e	Seek to understand and communicate with individuals of different perspectives and cultural backgrounds.
6.SL.02	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.SL.02a	Use their experience and their knowledge of language, cultures, and logic to think analytically, address problems creatively, and advocate persuasively.
6.SL.03	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.SL.04	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.05	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6.SL.06	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
6.L	Language
6.L.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6.L.01a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
6.L.01b	Use intensive pronouns (e.g., myself, ourselves).
6.L.01c	Recognize and correct inappropriate shifts in pronoun number and person.
6.L.01d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
6.L.01e	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.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6.L.02a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
6.L.02b	Spell correctly.
6.L.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
6.L.03a	Vary sentence patterns for meaning, reader/ listener interest, and style.
6.L.03b	Maintain consistency in style and tone

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6.L.04	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.
6.L.04a	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.L.04b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
6.L.04c	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.
6.L.04d	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.L.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6.L.05a	Interpret figures of speech (e.g., personification) in context.
6.L.05b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
6.L.05c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
6.L.06	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.