



## **SIXTH GRADE**

### *Reading Standards for the Archdiocese of Detroit*

#### **Literature**

##### *Key Ideas and Details*

R.L.6.1	<ul style="list-style-type: none"><li>• Read closely to determine what the text says explicitly and to make logical inferences from it.</li></ul>
R.L.6.1a	<ul style="list-style-type: none"><li>• Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li></ul>
R.L.6.2	<ul style="list-style-type: none"><li>• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas distinct from personal opinions or judgments.</li></ul>
R.L.6.3	<ul style="list-style-type: none"><li>• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li></ul>
R.L.6.4	<ul style="list-style-type: none"><li>• Describe how a plot unfolds in a series of episodes and how characters respond or change as the plot moves toward a resolution.</li></ul>

##### *Craft and Structure*

R.L.6.5	<ul style="list-style-type: none"><li>• Analyze elements and style of narrative genre including, but not limited to: folktales, fantasy, adventure, and action.</li></ul>
R.L.6.6	<ul style="list-style-type: none"><li>• Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.</li></ul>
R.L.6.7	<ul style="list-style-type: none"><li>• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li></ul>
R.L.6.8	<ul style="list-style-type: none"><li>• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole, as well as contributing to the development of the theme, setting, or plot.</li></ul>
R.L.6.9	<ul style="list-style-type: none"><li>• Analyze how authors use dialogue, imagery, and understatement to develop plot.</li></ul>
R.L.6.10	<ul style="list-style-type: none"><li>• Explain and assess how an author develops the point of view of the narrator or speaker in a text and how point of view or purpose shapes the content and style of a text.</li></ul>

##### *Integration of Knowledge and Ideas*

R.L.6.11	<ul style="list-style-type: none"><li>• Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li></ul>
R.L.6.11a	<ul style="list-style-type: none"><li>• Compare and contrast the experience of reading literature versus viewing an audio, video, or live version of the text.</li></ul>
R.L.6.11b	<ul style="list-style-type: none"><li>• Compare and contrast what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</li></ul>
R.L.6.12	<ul style="list-style-type: none"><li>• Analyze how two or more texts in different forms or genres address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li></ul>

R.L.6.13	<ul style="list-style-type: none"> <li>Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text.</li> </ul>
R.L.6.14	<ul style="list-style-type: none"> <li>State global themes, universal truths, and principles within and across text to create a deeper understanding (ex. friendship, courage, faith).</li> </ul>
<i>Range of Reading and Level of Text Complexity</i>	
R.L.6.15	<ul style="list-style-type: none"> <li>Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.</li> </ul>
<b>Informational Text</b>	
<i>Key Ideas and Details</i>	
R.I.6.1	<ul style="list-style-type: none"> <li>Read closely to determine what the text says explicitly and make logical inferences from it.</li> </ul>
R.I.6.1a	<ul style="list-style-type: none"> <li>Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul>
R.I.6.2	<ul style="list-style-type: none"> <li>Determine central ideas or themes of a text and analyze their development through particular details; summarize the key supporting details and ideas distinct from personal opinions or judgments.</li> </ul>
R.I. 6.3	<ul style="list-style-type: none"> <li>Analyze in detail how and why individuals, events, and ideas are introduced, illustrated, and developed as well as how they interact over the course of a text (e.g., through anecdotes or examples).</li> </ul>
R.I.6.4	<ul style="list-style-type: none"> <li>Explain how authors use text features to enhance understanding of central, key and supporting ideas (footnotes, bibliographies, introductions, summaries, conclusions, appendices).</li> </ul>
<i>Craft and Structure</i>	
R.I.6.5	<ul style="list-style-type: none"> <li>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> </ul>
R.I.6.6	<ul style="list-style-type: none"> <li>Analyze elements and style of informational genres (research report, how-to articles, essays, etc.).</li> </ul>
R.I.6.7	<ul style="list-style-type: none"> <li>Analyze the structure and organizational patterns of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) contribute to the development of the ideas and relate to each other and the whole.</li> </ul>
R.I.6.8	<ul style="list-style-type: none"> <li>Determine an author's point of view or purpose in a text and explain how it is conveyed as well as how it shapes the content and style of a text.</li> </ul>
<i>Integration of Knowledge and Ideas</i>	
R.I.6.9	<ul style="list-style-type: none"> <li>Integrate and evaluate information and content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> </ul>
R.I.6.10	<ul style="list-style-type: none"> <li>Trace and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence to determine those that are supported by evidence and those that are not.</li> </ul>
R.I.6.11	<ul style="list-style-type: none"> <li>Analyze how two or more texts address similar themes or topics in order to build</li> </ul>

	knowledge or to compare the approaches the authors take (e.g., a memoir written by and a biography on the same person).
R.I.6.12	<ul style="list-style-type: none"> <li>• Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text.</li> </ul>
R.I.6.13	<ul style="list-style-type: none"> <li>• State global themes, universal truths, and principles within and across text to create a deeper understanding (ex. global trends, change over time).</li> </ul>
<i>Range of Reading and Level of Text Complexity</i>	
R.I.6.14	<ul style="list-style-type: none"> <li>• Independently monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.</li> </ul>
R.I.6.14a	<ul style="list-style-type: none"> <li>• Use reading strategies specific to informational text which focus on using features of the text (ex. headings, bold type, captions, pictures, etc.).</li> </ul>
R.I.6.15	<ul style="list-style-type: none"> <li>• Plan, monitor, regulate, and evaluate skills, strategies, and processes for independent reading comprehension by applying appropriate metacognitive skills (ex. SQ3R, pattern guides, process of reading guides).</li> </ul>
R.I.6.16	<ul style="list-style-type: none"> <li>• Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts independently and proficiently at the sixth grade text complexity level.</li> </ul>
<b>Writing</b>	
<b>Text Types and Purposes</b>	
W.6.1	<ul style="list-style-type: none"> <li>• Formulate research questions using multiple resources and perspectives that allow students to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.</li> </ul>
W.6.2	<ul style="list-style-type: none"> <li>• Write persuasive pieces (an opinion statement) or arguments to support claims with clear reasons and relevant evidence.</li> </ul>
W.6.2a	<ul style="list-style-type: none"> <li>• Introduce claims and organize the reasons and evidence clearly and in detail.</li> </ul>
W.6.2b	<ul style="list-style-type: none"> <li>• Support claims to the audience with clear reasons and relevant evidence, using credible sources and demonstrating and understanding of the topic or text.</li> </ul>
W.6.2c	<ul style="list-style-type: none"> <li>• Use words, phrases, and clauses to clarify the relationships among claims and reasons.</li> </ul>
W.6.2d	<ul style="list-style-type: none"> <li>• Establish and maintain a formal style.</li> </ul>
W.6.2e	<ul style="list-style-type: none"> <li>• Provide a concluding statement or section that flows from the argument presented.</li> </ul>
W.6.3	<ul style="list-style-type: none"> <li>• Write a personal experience essays for an authentic audience that includes organizational patterns that support key ideas.</li> </ul>
W.6.4	<ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>
W.6.4a	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	multimedia, when useful, to aid comprehension.
W.6.4b	<ul style="list-style-type: none"> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information examples.</li> </ul>
W.6.4c	<ul style="list-style-type: none"> <li>Convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul>
W.6.4d	<ul style="list-style-type: none"> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> </ul>
W.6.4e	<ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>
W.6.4f	<ul style="list-style-type: none"> <li>Establish and maintain a formal style.</li> </ul>
W.6.4g	<ul style="list-style-type: none"> <li>Provide a concluding statement or section that flows from the information or explanation presented.</li> </ul>
W.6.5	<ul style="list-style-type: none"> <li>Write narrative pieces (ex. short story, tall tale, folk tale, fantasy) that develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</li> </ul>
W.6.5a	<ul style="list-style-type: none"> <li>Build foundation for the audience by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> </ul>
W.6.5b	<ul style="list-style-type: none"> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or major and minor characters, internal/external conflict, and address issues of plot, theme, and imagery.</li> </ul>
W.6.5c	<ul style="list-style-type: none"> <li>Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>
W.6.5d	<ul style="list-style-type: none"> <li>Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</li> </ul>
W.6.5e	<ul style="list-style-type: none"> <li>Provide a conclusion that flows from the narrated experience or events.</li> </ul>
W.6.6	<ul style="list-style-type: none"> <li>Write descriptive pieces with a clear detailed picture of a person, place, thing, or event.</li> </ul>
W.6.7	<ul style="list-style-type: none"> <li>Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.</li> </ul>
<b>Production and Distribution of Writing</b>	
W.6.8	<ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
W.6.9	<ul style="list-style-type: none"> <li>Exhibit individual style to enhance the written message (in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).</li> </ul>
W.6.10	<ul style="list-style-type: none"> <li>With guidance and support from peers and adults, as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>
W.6.11	<ul style="list-style-type: none"> <li>Edit writing using proofreaders' checklists both individually and in peer editing groups.</li> </ul>
W.6.12	<ul style="list-style-type: none"> <li>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.</li> </ul>

<b>Research to Build and Present Knowledge</b>	
W.6.13	<ul style="list-style-type: none"> <li>Apply a variety of pre-writing strategies for both narrative and informational text.</li> </ul>
W.6.14	<ul style="list-style-type: none"> <li>Summarize, take notes on key points, and ask clarifying questions pertaining to a research topic.</li> </ul>
W.6.15	<ul style="list-style-type: none"> <li>Conduct both short and sustained research projects based on focused questions, drawing on several sources while demonstrating understanding of the subject under investigation; refocus the inquiry when appropriate.</li> </ul>
W.6.16	<ul style="list-style-type: none"> <li>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> </ul>
W.6.17	<ul style="list-style-type: none"> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
<b>Range of Writing</b>	
W.6.18	<ul style="list-style-type: none"> <li>Build endurance by writing over extended time frames for a range of tasks, purposes, and audiences (time for research, reflection, and revision).</li> </ul>
<b>Handwriting</b>	
W.6.19	<ul style="list-style-type: none"> <li>Use cursive writing to write legibly across all content areas.</li> </ul>
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
S.L.6.1	<ul style="list-style-type: none"> <li>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>
S.L.6.1a	<ul style="list-style-type: none"> <li>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.</li> </ul>
S.L.6.1b	<ul style="list-style-type: none"> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> </ul>
S.L.6.1c	<ul style="list-style-type: none"> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> </ul>
S.L.6.1d	<ul style="list-style-type: none"> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
S.L.6.2	<ul style="list-style-type: none"> <li>Integrate, interpret, and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; explain how it contributes to a topic, text, or issue under study.</li> </ul>
S.L.6.3	<ul style="list-style-type: none"> <li>Identify a speaker's affective communications (tone of voice) to the non-verbal message communication (eye contact, posture, gestures).</li> </ul>
S.L.6.4	<ul style="list-style-type: none"> <li>Evaluate a speaker's point of view, use of evidence and rhetoric, arguments, and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> </ul>
S.L.6.5	<ul style="list-style-type: none"> <li>Identify persuasive and propaganda techniques used in television, and identify false and misleading information.</li> </ul>
S.L.6.6	<ul style="list-style-type: none"> <li>Analyze, discuss, engage in and promote appropriate listening, viewing, and speaking habits that are in line with Catholic teachings.</li> </ul>

<b>Presentation of Knowledge and Ideas</b>	
S.L.6.7	<ul style="list-style-type: none"> <li>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.</li> </ul>
S.L.6.8	<ul style="list-style-type: none"> <li>Present information in such a way that listeners can follow the line of reasoning and that organization, development, and style are appropriate to task, purpose, and audience.</li> </ul>
S.L.6.9	<ul style="list-style-type: none"> <li>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> </ul>
S.L.6.10	<ul style="list-style-type: none"> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</li> </ul>
S.L.6.11	<ul style="list-style-type: none"> <li>Use rhyme, rhythm, cadence, and word play for effect when presenting.</li> </ul>
<b>Oral Prayer</b>	
S.L.6.12	<ul style="list-style-type: none"> <li>Engage in daily spoken prayers while maintaining appropriate posture, gesture, and eye contact.</li> </ul>
<b>Language</b>	
<b>Conventions of Standard English</b>	
L.6.1	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>
L.6.1a	<ul style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> </ul>
L.6.1b	<ul style="list-style-type: none"> <li>Use intensive (e.g., <i>myself</i>, <i>ourselves</i>), indefinite and predicate pronouns.</li> </ul>
L.6.1c	<ul style="list-style-type: none"> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> </ul>
L.6.1d	<ul style="list-style-type: none"> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ul>
L.6.1e	<ul style="list-style-type: none"> <li>Use transitive/intransitive verbs, comparative adjectives/adverbs, adjective/adverb phrases and clauses correctly.</li> </ul>
L.6.1f	<ul style="list-style-type: none"> <li>Utilize superlatives, conjunctions, and additional parts of speech correctly.</li> </ul>
L.6.1g	<ul style="list-style-type: none"> <li>Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul>
L.6.2	<ul style="list-style-type: none"> <li>Diagram sentences including: subject, predicate, noun, verbs, objects and prepositional phrases.</li> </ul>
L.6.3	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>
L.6.3a	<ul style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> </ul>
L.6.3b	<ul style="list-style-type: none"> <li>Spell grade appropriate words correctly consulting references when needed.</li> </ul>
L.6.4	<ul style="list-style-type: none"> <li>Use style conventions (MLA) and a variety of grammatical structures in writing.</li> </ul>

<b>Knowledge of Language</b>	
L.6.5	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
L.6.5a	<ul style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style.</li> </ul>
L.6.5b	<ul style="list-style-type: none"> <li>Maintain consistency in style and tone.</li> </ul>
<b>Vocabulary Acquisitions and Use</b>	
L.6.6	<ul style="list-style-type: none"> <li>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.</li> </ul>
L.6.6a	<ul style="list-style-type: none"> <li>Use context as a clue to the meaning of a word or phrase.</li> </ul>
L.6.6b	<ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> </ul>
L.6.6c	<ul style="list-style-type: none"> <li>Consult both print and digital reference materials to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.</li> </ul>
L.6.6d	<ul style="list-style-type: none"> <li>Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.</li> </ul>
L. 6.7	<ul style="list-style-type: none"> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
L. 6.7a	<ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> </ul>
L. 6.7b	<ul style="list-style-type: none"> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> </ul>
L. 6.7c	<ul style="list-style-type: none"> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>thrifty</i>).</li> </ul>
L. 6.8	<ul style="list-style-type: none"> <li>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.</li> </ul>