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<tr><td></td><td><u>SIXTH GRADE</u>
<i>Reading Standards for the Archdiocese of Detroit</i></td></tr>
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Literature

Key Ideas and Details	
R.L.6.1	• Read closely to determine what the text says explicitly and to make logical inferences from it.
R.L.6.1a	• Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.L.6.2	• 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.
R.L.6.3	• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.L.6.4	• Describe how a plot unfolds in a series of episodes and how characters respond or change as the plot moves toward a resolution.
Craft and Structure	
R.L.6.5	• Analyze elements and style of narrative genre including, but not limited to: folktales, fantasy, adventure, and action.
R.L.6.6	• Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.
R.L.6.7	• 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.
R.L.6.8	• 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.
R.L.6.9	• Analyze how authors use dialogue, imagery, and understatement to develop plot.
R.L.6.10	• 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.
Integration of Knowledge and Ideas	
R.L.6.11	• Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
R.L.6.11a	• Compare and contrast the experience of reading literature versus viewing an audio, video, or live version of the text.
R.L.6.11b	• Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
R.L.6.12	• 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.

R.L.6.13	• Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text.
R.L.6.14	• State global themes, universal truths, and principles within and across text to create a deeper understanding (ex. friendship, courage, faith).

Range of Reading and Level of Text Complexity	
R.L.6.15	• 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.

Informational Text

Key Ideas and Details	
R.I.6.1	• Read closely to determine what the text says explicitly and make logical inferences from it.
R.I.6.1a	• Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.I.6.2	• 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.
R.I. 6.3	• 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).
R.I.6.4	• Explain how authors use text features to enhance understanding of central, key and supporting ideas (footnotes, bibliographies, introductions, summaries, conclusions, appendices).
Craft and Structure	
R.I.6.5	• 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.
R.I.6.6	• Analyze elements and style of informational genres (research report, how-to articles, essays, etc.).
R.I.6.7	• 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.
R.I.6.8	• 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.
Integration of Knowledge and Ideas	
R.I.6.9	• Integrate and evaluate information and content presented in diverse formats and media, including visually and quantitatively, as well as in words.
R.I.6.10	• 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.
R.I.6.11	• Analyze how two or more texts address similar themes or topics in order to build

	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	• Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text.
R.I.6.13	• State global themes, universal truths, and principles within and across text to create a deeper understanding (ex. global trends, change over time).
Range of Reading and Level of Text Complexity	
R.I.6.14	• 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.
R.I.6.14a	• Use reading strategies specific to informational text which focus on using features of the text (ex. headings, bold type, captions, pictures, etc.).
R.I.6.15	• 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).
R.I.6.16	• 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.
Writing	
Text Types and Purposes	
W.6.1	• 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.
W.6.2	• Write persuasive pieces (an opinion statement) or arguments to support claims with clear reasons and relevant evidence.
W.6.2a	• Introduce claims and organize the reasons and evidence clearly and in detail.
W.6.2b	• Support claims to the audience with clear reasons and relevant evidence, using credible sources and demonstrating and understanding of the topic or text.
W.6.2c	• Use words, phrases, and clauses to clarify the relationships among claims and reasons.
W.6.2d	• Establish and maintain a formal style.
W.6.2e	• Provide a concluding statement or section that flows from the argument presented.
W.6.3	• Write a personal experience essays for an authentic audience that includes organizational patterns that support key ideas.
W.6.4	• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4a	• 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 aid comprehension.
W.6.4b	• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information examples.
W.6.4c	• Convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.6.4d	• Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.4e	• Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.4f	• Establish and maintain a formal style.
W.6.4g	• Provide a concluding statement or section that flows from the information or explanation presented.
W.6.5	• 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.
W.6.5a	• 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.
W.6.5b	• 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.
W.6.5c	• Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.5d	• Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
W.6.5e	• Provide a conclusion that flows from the narrated experience or events.
W.6.6	• Write descriptive pieces with a clear detailed picture of a person, place, thing, or event.
W.6.7	• Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.
Production and Distribution of Writing	
W.6.8	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.9	• 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).
W.6.10	• 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.
W.6.11	• Edit writing using proofreaders' checklists both individually and in peer editing groups.
W.6.12	• 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.

Research to Build and Present Knowledge

W.6.13	• Apply a variety of pre-writing strategies for both narrative and informational text.
W.6.14	• Summarize, take notes on key points, and ask clarifying questions pertaining to a research topic.
W.6.15	• 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.
W.6.16	• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.6.17	• Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.6.18	• Build endurance by writing over extended time frames for a range of tasks, purposes, and audiences (time for research, reflection, and revision).

Handwriting

W.6.19	• Use cursive writing to write legibly across all content areas.

Speaking and Listening

Comprehension and Collaboration

S.L.6.1	• 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.
S.L.6.1a	• 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.
S.L.6.1b	• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
S.L.6.1c	• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
S.L.6.1d	• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
S.L.6.2	• 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.
S.L.6.3	• Identify a speaker's affective communications (tone of voice) to the non-verbal message communication (eye contact, posture, gestures).
S.L.6.4	• 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.
S.L.6.5	• Identify persuasive and propaganda techniques used in television, and identify false and misleading information.
S.L.6.6	• Analyze, discuss, engage in and promote appropriate listening, viewing, and speaking habits that are in line with Catholic teachings.

Presentation of Knowledge and Ideas	
S.L.6.7	• 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.
S.L.6.8	• 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.
S.L.6.9	• Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
S.L.6.10	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
S.L.6.11	• Use rhyme, rhythm, cadence, and word play for effect when presenting.
Oral Prayer	
S.L.6.12	• Engage in daily spoken prayers while maintaining appropriate posture, gesture, and eye contact.
Language	
Conventions of Standard English	
L.6.1	• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.6.1a	• Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	• Use intensive (e.g., *myself, ourselves*), indefinite and predicate pronouns.
L.6.1c	• Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	• Use transitive/intransitive verbs, comparative adjectives/adverbs, adjective/adverb phrases and clauses correctly.
L.6.1f	• Utilize superlatives, conjunctions, and additional parts of speech correctly.
L.6.1g	• Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	• Diagram sentences including: subject, predicate, noun, verbs, objects and prepositional phrases.
L.6.3	• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.6.3a	• Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.3b	• Spell grade appropriate words correctly consulting references when needed.
L.6.4	• Use style conventions (MLA) and a variety of grammatical structures in writing.

Knowledge of Language	
L.6.5	• 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.
L.6.5a	• Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.5b	• Maintain consistency in style and tone.

Vocabulary Acquisitions and Use	
L.6.6	• 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.
L.6.6a	• Use context as a clue to the meaning of a word or phrase.
L.6.6b	• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
L.6.6c	• 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.
L.6.6d	• Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
L. 6.7	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L. 6.7a	• Interpret figures of speech (e.g., personification) in context.
L. 6.7b	• Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L. 6.7c	• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, thrifty*).
L. 6.8	• 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.