

# Grade 6

## READING: LITERATURE

- 1 CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
  - 1 Determine what a text says explicitly as well as what simple inferences must be drawn. [RL.6.1](#)

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- 2 CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
  - 2 Identify details in a text that are related to the theme. [RL.6.2](#)

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- 3 CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
  - 3 Identify how a character responds to a challenge in a story. [RL.6.3](#)

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- 4 RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**
  - 4 Determine how different words could change the meaning of a text. [RL.6.4](#)

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- 5 CCR Anchor Standard RL.5 – 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.**
  - 5 Determine the structure of a text. [RL.6.5](#)

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- 6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**
  - 6 Identify words or phrases in the text that describe what the narrator or speaker is thinking or feeling. [RL.6.6](#)

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- 7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
  - 7 Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text. [RL.6.7](#)

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- 8 CCR Anchor Standard RL.8 – Delineate 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.**

K-12 Not applicable to literature

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**9 CCRAnchorStandardRL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Compare texts with similar topics or themes. [RL.6.9](#)

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**10 CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time." [RL.6.10](#)

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**READING:  
INFORMATIONAL TEXT**

**1 CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn. [RI.6.1](#)

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**2 CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Determine the central idea of a passage; details or facts related to it. [RI.6.2](#)

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**3 CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Identify information in the text that provides details about individuals, events, or ideas introduced in the text [RI.6.3](#)

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**4 CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine how word choice changes the meaning of a text. [RI.6.4](#)

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**5 CCR Anchor Standard RI.5 – 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.**

5 Determine how the title fits the structure of the text. [RI.6.5](#)

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**6 CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Determine an author’s purpose or point of view. [RI.6.6](#)

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**7 CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Find similarities across information presented in different formats. [RI.6.7](#)

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**8 CCR Anchor Standard RI.8 – Delineate 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.**

8 Determine claims in a text that are and are not supported by reasons or evidence. **RI.6.8**

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**9 CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Compare how two texts describe the same event. **RI.6.9**

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**10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text. **RI.6.10**

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## WRITING

**1 CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1 Write claims about topics or text. **W.6.1**

a Write a claim about a topic or text. **W.6.1.A**

b Write one or more reasons to support a claim about a topic or text **W.6.1.B**

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**2 CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2 Write to share information supported by details. **W.6.2**

a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. **W.6.2.A**

b Provide facts, details, or other information related to the topic. **W.6.2.B**

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**3 CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

3 Write about events or personal experiences. **W.6.3**

a Write a narrative about a real or imagined experience introducing the experience and including two or more events. **W.6.3.A**

b Use words that establish the time frame. **W.6.3.B**

c Use words that convey specific details about the experience or event. **W.6.3.C**

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**4 CCR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**

4 Use digital tools create to produce and publish writing while interacting and collaborating with others. **W.6.4**

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**5 CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

5 Conduct short research projects to answer a question. **W.6.5**

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**6 CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

6 Gather information from multiple print and digital sources that relates to a given topic. **W.6.6**

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**9 CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**

Omitted because it is an expectation of RL and RI Standards

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**10 CCR Anchor Standard W.10 (in 2010 Standards) – 2010: 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.**

Integrated into Standards W.1, W.2, and W.3

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**SPEAKING AND LISTENING**

**1 CCR Anchor Standard SL.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.**

1 Engage in collaborative discussions. **SL.6.1**

a Come to discussions prepared to share information. **SL.6.1.A**

b With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. **SL.6.1.B**

c Ask and answer questions specific to the topic, text, or issue under discussion. **SL.6.1.C**

d Restate key ideas expressed in the discussion. **SL.6.1.D**

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**2 CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

2 Identify information presented in diverse media and formats that relates to a topic, text, or issue under study. **SL.6.2**

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**3 CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

3 Identify the points the speaker makes by reasons and evidence supporting the claims made by the speaker. [SL.6.3](#)

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**4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

4 Communicate findings including descriptions, facts, or details related to main idea or theme. [SL.6.4](#)

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**5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

5 Select an auditory, visual, or tactual display to clarify the information in presentations. [SL.6.5](#)

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**6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

6 Integrated into SL.4 [SL.6.6](#)

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## LANGUAGE

**1 CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.**

1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating. [L.6.1](#)

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**2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**

2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing. [L.6.2](#)

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**3 CCR Anchor Standard L.3 – 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 reading or listening.**

3 Use language to achieve desired outcomes by attempting to repair communication when a reader or listener does not understand the initial attempt. [L.6.3](#)

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**4 CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

- 4 Demonstrate knowledge of word meanings drawn from grade 6 content using context clues. **L.6.4**

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**5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

- 5 Demonstrate understanding of word relationships and use. **L.6.5**
- a Determine the meaning of simple similes (e.g., The man was big as a tree.). **L.6.5.A**
  - b Demonstrate understanding of words by identifying other words with similar and different meanings. **L.6.5.B**

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**6 CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- 6 Use general academic and domain-specific words and phrases across contexts. **L.6.6**