**GRADE 6-Key Ideas and Details**

**Literary Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (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. | | |
| **CCSS – Grade Specific Reading Standard 1 (Literary)** | | |
| **Grade 5:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text | **Grade 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **Grade 7:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Characteristics of an analysis * Textual evidence/text support * Inference * Prediction * Author’s decisions (e.g., word choice, point of view, literary elements, tone, style) * Critical/analytical judgments * Generalizations * Background knowledge * Explicitly stated information * Conclusion | * Authors include key details in literary texts which can help a reader ask and answer questions. * Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read. * Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives. | * Make, test and revise predictions as they read * Make implied inferences about author’s decisions and literary elements in a text   Identify/cite appropriate text support for inferences about author’s decisions and literary elements in a text   * Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read * Make critical or analytical judgments to make generalizations * Create self-motivated interpretations of text that are adapted during and after reading * Draw conclusions about characters and events in a text. * Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis |
| **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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. | | |

**GRADE 6- Key Ideas and Details**

**Literary Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| **CCSS – Grade Level Reading Standard 2 (Literary)** | | |
| **Grade 5:** Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text | **Grade 6: 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**. | **Grade 7**: Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary texts * How to summarize * Central/main idea * Theme * Difference between central ideas and supporting details in a story * Characteristics of an effective summary for literary texts (e.g., difference between personal opinion and judgment) | * Authors of literary texts include details that help readers determine the theme or central idea. * Good readers create effective summaries that include central ideas and supporting details that are distinct from personal opinion or judgments. | * Describe or graphically represent the relationship between central ideas and supporting details. * Determine a theme or central idea of literary text(s) * Explain how particular details reveal a theme or convey the central idea * Summarizea text capturing the most important parts of the original piece * Summarize a text distinct from personal opinions or judgments * 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 |

**GRADE 6-Key Ideas and Details**

**Literary Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | |
| **CCSS – Grade Level Reading Standard 3 (Literary)** | | | | |
| **Grade 5:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | **Grade 6:** 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. | | | **Grade 7**: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Literary texts * Story Elements * Plot (flashback, climax/ turning point, resolution, foreshadowing) * Episodes * Conflicts (man vs. man, man vs. nature, etc.) * Characters types (e.g., flat/round) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain) * Setting (time, place) * Drama Elements * Acts * Scenes * Dialogue * Character actions, feelings, words, and motivation | | * Authors make choices about how the plot of a story or drama will unfold. * Good readers recognize how a particular story’s or drama’s plot unfolds. * Good readers understand how characters respond or change throughout literary text. | * Identify and describe the story elements in a literary work * Identify and describe elements of drama in a literary work * Identify, describe, and explain how the plot unfolds * Identify changes in setting * Identify character types and roles. * Describe character’s actions, traits, words, and motivations. * Explain how the characters interact to develop the story/drama * Describe and explain (tell, write, or graphically represent) how a particular story’s or drama’s plot unfolds in a series of episodes * Describe and explain how a character responds or changes as the plot moves toward a resolution | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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. | | | | |

**GRADE 6-Craft and Structure**

**Literary Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):**  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. | | | | |
| **CCSS – Grade Level Reading Standard 4 (Literary)** | | | | |
| **Grade 5:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | **Grade 6: 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.** | | | **Grade 7**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Literary text * Word choice * Context clues * Literal/ Denotative meaning * Connotative meaning * Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idiom) * Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) * Mood * Tone | | * Authors make purposeful choices to achieve an intended effect within text(s). * Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). | * Read and reread other sentences, paragraphs, and non-linguistic images (e.g., illustrations) in the text to identify context clues * Use context clues to help unlock the meaning of unknown words/phrases * Determine the appropriate definition of words that have more than one meaning * Differentiate between literal and non-literal meaning * Identify and interpret figurative language and literary devices * Explain how figurative language and literary devices enhance and extend meaning * Explain the impact of specific language choices by the author * Explain how authors use language choices to create an effect (e.g., mood and tone) * Analyze how specific language choices impact meaning and tone * 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 | |
| **Range of Reading and Level of Text ComplexityCCSS- Grade Specific Reading Standard 10 (Grade 6)**  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. | | | | |

**GRADE 6-Craft and Structure**

**Literary Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, 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. | | |
| **CCSS – Grade Level Reading Standard 5 (Literary)** | | |
| **Grade 5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | **Grade 6: 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.** | **Grade 7:** Analyze how a drama’s or a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Literary text * How to analyze * Various text structures (e.g., sentence, chapter, scene, stanza) * Various patterns of organization   ( e.g., sequence/chronological order, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)   * Difference between text structure and text feature * Relationships between parts of text and whole text (as indicated by text features and structures) * Genre characteristics * Literary elements (e.g., setting, plot, theme) | * Authors’ choices of structures, features, etc. control the theme and the readers’ perceptions. * Good readers understand that recognizing how a text is structured is one key to making meaning from text. * Text structures and features help the writer chunk and organize the information so readers can deconstruct the text. * When readers understand the structure of a text, they can more easily make sense of what they read. | * Identify genre * Identify text features * Identify text structures * Identify text’s purpose and theme * Make predictions about text based on its text structures * Describe the connections between text structure and the text’s purpose and theme * Make connections between author’s choice of text structure and the text’s purpose and theme * Explain how structure enhances the text’s purpose and theme * Describe the relationship between text structure and development of ideas * Describe the relationship between form/structure and meaning in text * 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 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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. | | |

**GRADE 6-Craft and Structure**

**Literary Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (6):**  Assess how point of view or purpose shapes the content and style of a text. | | |
| **CCSS – Grade Level Reading Standard 6 (Literary)** | | |
| **Grade 5:** Describe how a narrator’s or speaker’s point of view influences how events are described. | **Grade 6: Explain how an author develops the point of view of the narrator or speaker in a text.** | **Grade 7**: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| **Know**  **(factual)** | **Understand**  **(conceptual)** | **Do**  **(procedural & application)** |
| * Literary text(s) * How to explain * Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text * Point of view (e.g., first person, third person, limited, omniscient ) * Author’s view point * Strategies for developing narrative texts(e.g., point of view, character development, dialogue) | * An author develops texts by making choices, including point of view to achieve his/her purpose. * Authors use the narrator and speaker (point of view) to control plot development, character, and central message or theme. * Good readers recognize that the author develops the point of view of the narrator or speaker in a text. | * Describe the author’s overall purpose for writing a text * Explain the differences between various points of view * Describe how point of view affects a literary text * Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author’s purpose * Explain how an author develops the point of view of the narrator or speaker in a text |
| **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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. | | |

**GRADE 6- Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse media and formats, including visually and  quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Literary)** | | | | |
| **Grade 5:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | **Grade 6: 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.** | | | **Grade 7**: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Compare * Contrast * Genre (e.g., story, drama, poem) * Versions of text (e.g., written, audio, video, live, print, digital) * Media techniques-Visual (e.g.,. color, lighting, props, costumes) * Media techniques-Oral (e.g., sound, voice inflection ) * Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) | | * Authors’/directors’ choices impact the reader’s, listener’s and viewer’s perceptions of a text. * An individual’s experience when reading a text is different from listening to or viewing a version of the same text. | * Describe the visualization that occurs when reading a text and explain how this contributes to understanding the story * Describe the visualization that occurs when listening to an audio version of a text * Explain how visualization , when reading or listening to a text, is different from viewing a video or live version of a text * Compare and contrast author’s choices in written text to the director’s choices in audio, video or live versions of the text * 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. | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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. | | | | |