

**COMMON CORE ESSENTIAL ELEMENTS  
FOR  
SIXTH GRADE**



## COMMON CORE ESSENTIAL ELEMENTS FOR SIXTH GRADE

<b>Sixth Grade English Language Arts Standards: Reading (Literature)</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Key Ideas and Details.</b>	
<b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERL.6.1.</b> Determine what a text says explicitly as well as what simple inferences should be drawn.
<b>RL.6.2.</b> 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.	<b>EERL.6.2.</b> Determine the theme or central idea of a familiar story and identify details that relate to it.
<b>RL.6.3.</b> 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.	<b>EERL.6.3.</b> Identify the episodes or significant events in a story or drama.
<b>Craft and Structure.</b>	
<b>RL.6.4.</b> 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.	<b>EERL.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.
<b>RL.6.5.</b> 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.	<b>EERL.6.5.</b> Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.
<b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.	<b>EERL.6.6.</b> Use an example from a text to describe the point of view of the narrator.
<b>Integration of Knowledge and Ideas.</b>	
<b>RL.6.7.</b> 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.	<b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.
<b>RL.6.8.</b> (Not applicable in literature.)	<b>EERL.6.8.</b> N/A
<b>RL.6.9.</b> 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.	<b>EERL.6.9.</b> (See EERL.6.7.)
<b>Range of Reading and Level of Text Complexity.</b>	
<b>RL.6.10.</b> 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.	<b>EERL.6.10.</b> **This Literature Essential Element references all elements above.

<b>Sixth Grade English Language Arts Standards: Reading (Informational Text)</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Key Ideas and Details.</b>	
<b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERI.6.1.</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
<b>RI.6.2.</b> 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.	<b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.
<b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.
<b>Craft and Structure.</b>	
<b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.
<b>RI.6.5.</b> 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.	<b>EERI.6.5.</b> Describe how an element of the text fits into the overall structure of the text.
<b>RI.6.6.</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<b>EERI.6.6.</b> Use an example from text to describe the author's purpose or point of view.
<b>Integration of Knowledge and Ideas.</b>	
<b>RI.6.7.</b> 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.	<b>EERI.6.7.</b> Integrate information from different media and formats of texts.
<b>RI.6.8.</b> 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.	<b>EERI.6.8.</b> Distinguish claims in a text supported by reason.
<b>RI.6.9.</b> 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).	<b>EERI.6.9.</b> (See EERI.6.7.)
<b>Range of Reading and Level of Text Complexity.</b>	
<b>RI.6.10.</b> 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.	<b>EERI.6.10.</b> **This Informational Text Essential Element references all elements above.

<b>Sixth Grade English Language Arts Standards: Writing</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Text Types and Purposes.</b>	
<b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with reasons.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>EEW.6.1.c.</b> N/A
d. Establish and maintain a formal style.	<b>EEW.6.1.d.</b> N/A
e. Provide a concluding statement or section that follows from the argument presented.	<b>EEW.6.1.e.</b> N/A
<b>W.6.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts, details, and other information.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>EEW.6.2.c.</b> N/A
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.6.2.d.</b> N/A
e. Establish and maintain a formal style.	<b>EEW.6.2.e.</b> N/A
f. Provide a concluding statement or section that follows from the information or explanation presented.	<b>EEW.6.2.f.</b> N/A

<b>Sixth Grade English Language Arts Standards: Writing</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<p><b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><b>EEW.6.3.</b> Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<b>EEW.6.3.c.</b> N/A
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<b>EEW.6.3.d.</b> N/A
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<b>EEW.6.3.e.</b> N/A
<b>Production and Distribution of Writing.</b>	
<p><b>W.6.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<b>EEW.6.4.</b> Produce writing that is appropriate for the task, purpose, or audience.
<p><b>W.6.5.</b> 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.</p>	<b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
<p><b>W.6.6.</b> 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.</p>	<b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.
<b>Research to Build and Present Knowledge.</b>	
<p><b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<b>EEW.6.7.</b> Conduct research to answer a question based on two or more sources of information.
<p><b>W.6.8.</b> 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.</p>	<b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic.

<b>Sixth Grade English Language Arts Standards: Writing</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<p><b>W.6.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> 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.”).</p>	<p><b>EEW.6.9.</b> Use information from literary and informational text to support writing.</p> <p>a. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</p>
<p>b. Apply <i>grade 6 Reading standards</i> 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”).</p>	<p><b>EEW.6.9.b.</b> Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason.”).</p>

<b>Sixth Grade English Language Arts Standards: Speaking and Listening</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Comprehension and Collaboration.</b>	
<p><b>SL.6.1.</b> 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.</p> <p>a. 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.</p>	<p><b>SL.6.1.</b> Participate in collaborative discussions.</p> <p>a. Prepare for discussion through prior study.</p>
<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.6.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.</p>
<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>SL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.</p>
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>SL.6.1.d.</b> Restate key ideas expressed in the discussion.</p>
<p><b>SL.6.2.</b> 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.</p>	<p><b>EEESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.</p>

<b>Sixth Grade English Language Arts Standards: Speaking and Listening</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>SL.6.3.</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>EESL.6.3.</b> Identify points the speaker makes to support an argument or claim.
<b>Presentation of Knowledge and Ideas.</b>	
<b>SL.6.4.</b> 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.	<b>EESL.6.4.</b> Present findings including descriptions, facts, or details related to a topic.
<b>SL.6.5.</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>EESL.6.5.</b> Select an auditory, visual, or tactual display to clarify the information in presentations.
<b>SL.6.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.

<b>Sixth Grade English Language Arts Standards: Language</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Conventions of Standard English.</b>	
<b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>EEL.6.1.</b> Demonstrate standard English grammar and usage when communicating.
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	a. Use personal pronouns (e.g., <i>he, she, they</i> ) correctly.
b. Use intensive pronouns (e.g., <i>myself, ourselves</i> ).	<b>EEL.6.1.b.</b> N/A
c. Recognize and correct inappropriate shifts in pronoun number and person.*[sic]	<b>EEL.6.1.c.</b> N/A
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[sic]	<b>EEL.6.1.d.</b> N/A
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*[sic]	<b>EEL.6.1.e.</b> N/A

<b>Sixth Grade English Language Arts Standards: Language</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>L.6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*[sic]	<b>EEL.6.2.</b> Demonstrate understanding of conventions of standard English when writing. a. Use question marks at the end of written questions.
b. Spell correctly.	<b>EEL.6.2.b.</b> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
<b>Knowledge of Language.</b>	
<b>L.6.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.*[sic]	<b>EEL.6.3.</b> Use language to achieve desired meaning in communication. a. Vary use of language when the listener or reader does not understand the initial attempt.
b. Maintain consistency in style and tone.*[sic]	<b>EEL.6.3.b.</b> N/A
<b>Vocabulary Acquisition and Use.</b>	
<b>L.6.4.</b> 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. a. 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.	<b>EEL.6.4.</b> Demonstrate knowledge of vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content-related words is missing from a sentence.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	<b>EEL.6.4.b.</b> N/A
c. 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.	<b>EEL.6.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating
d. 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).	<b>EEL.6.4.d.</b> N/A
<b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.	<b>EEL.6.5.</b> Demonstrate word relationships. a. Interpret similes (e.g., The man was as big as a tree.).
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>EEL.6.5.b.</b> N/A

<b>Sixth Grade English Language Arts Standards: Language</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	<b>EEL.6.5.c.</b> N/A
<b>L.6.6.</b> 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.	<b>EEL.6.6.</b> Use general academic and domain-specific words and phrases.