**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade 6

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| **Number** | **STANDARD and** **CCR Category** | **CONCEPTS****Students will know…** | **SKILLS****Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 | Explicit InformationTextual EvidenceImplicit InformationInference/InferAnalysisCitation/CiteClaim/ArgumentDrawing Conclusions | Use explicit information from the text to support analysis* Cite textual evidence – quote/paraphrase
* Ideas directly stated in the text
* Determine what piece(s) of explicit and implicit information will support analysis
* Implicit information – ideas are not directly stated in the text

Make inferences drawn from the text to support analysis* Use background knowledge and knowledge gained from multiple sources together with clues from the text
* Make inferences to support analysis

Cite textual evidence to make a claim/argument strongerSupport analysis of a text with explicit information in the text, as well as inferences the reader draws from the text* Provide textual evidence
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| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/) 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.
 | Theme/Central IdeaKey DetailsSummarizeFact and Opinion | Recognize and understand the theme/central message of a text* The theme or central idea is the message or lesson that the author wants the reader to take away from the text
* Infer the theme based on details in the text

Use key details from a text to determine the theme/central message of a text* Details in a text, such as how a character(s) changes or how a speak addressed a particular subject, contribute to the theme or central idea
* Explain which details in the text support a given theme

Objectively summarize a text providing key details/facts from the text* A summary identifies the author, title, and main ideas of a text
* Objective writing is based on facts and does not reference personal opinions or judgments of a text
* Determine main ideas in a text and use them in an objective summary
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| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.6.3](http://www.corestandards.org/ELA-Literacy/RL/6/3/) 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.
 | PlotElements of PlotCharacterCharacterizationCharacter Roles | Determine the plot of a story* Plot is the storyline or series of events in a story
* An episode is an incident in a series of events
* How do the dynamics among characters and plot lead to the resolution
* The interactions of the elements are what creates dynamic and enjoyable stories
* Retell the series of plot events in order
* Identify the conflict in the story
* Describe the resolution of a story

Determine the elements of plot/stages of plot development in a story/drama1. Exposition – beginning of a story, typically when setting, characters and conflict(s) are introduced2. Rising Action – when the tension builds and the conflict worsens3. Climax – height of the action or suspense in the plot4. Turning Point – an important event which changes the course of the story or causes characters to make important decisions4. Falling Action – action that follows the climax5. Resolution – the conclusion of the conflict(s) and is intended to bring the story to an endDetermine the characters of a story* Know characters may change as the plot unfolds
* Identify characters’ responses to events and interactions with other characters
* Describe the relationship between events and characters
* Describe the change in characters as they reach the resolution

Determine the roles of characters in a story1. Protagonist2. Antagonist3. Static4. DynamicDetermine characterization:1. What character says 2. What character does 3. What character thinks 4. What author directly states 5. What others think 6. What others say |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.6.4](http://www.corestandards.org/ELA-Literacy/RL/6/4/) 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
 | Vocabulary in ContextFigurative LanguageWord ChoiceTone | Determine meaning of words as they are used within a text* How does an author communicate tone/meaning in a text
* Text has tone and an author’s choice of words and phrases impacts the tone of a text
* Tone is the author’s attitude toward the topic conveyed through words and phrases

The tone or meaning of a text is determined by an author’s use of specific words and phrases, including connotations and figurative language* Identify figurative language in text (i.e. similes, metaphors and personification)
* Know words have connotations (associations or secondary meaning) as well as denotations (the dictionary definition of a word)
* Explain how the use of figurative language further illustrates/expands the meaning and tone of a text
* Explain how the use of connotative meanings conveys the author’s stance/tone within a text
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| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.6.5](http://www.corestandards.org/ELA-Literacy/RL/6/5/) 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.
 | Analyze/AnalysisSyntax/Sentence StructureText StructureThemeSettingPlot | Determine how structural components contribute to the overall structure of a text* How do they develop the theme, setting or plot

Recognize how a text is intentionally organized to contribute to its meaning * Structure is the way in which the parts of a text work together and are put together
* Structure of a text can depend upon its genre
* Chapter is part of a book
* Stanza is a group of lines in a poem
* Scene is part of a play
* Individual parts of a text contribute to the overall structure and meaning of a text
* Authors choose structure to help convey theme, setting or plot
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| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.6.6](http://www.corestandards.org/ELA-Literacy/RL/6/6/) Explain how an author develops the point of view of the narrator or speaker in a text.
 | Point of View (types)Author’s Purpose | Recognize the point of view of a story* Determine what an author considers when choosing a point of view from which to write a story?
	+ Author’s select a POV from which to tell their story in a conscious effort to accomplish specific goals
* Determine the point of view from which a story is told
* Determine how the POV affects the reader’s experiences, as well as the writer’s flexibility in telling the story
* Understand and recognize types of POV:
	+ First person – offers a deeper understanding of the main character, personal
	+ Third person omniscient – when the speaker is an external voice who knows the thoughts and feelings of all characters – create more complex plots
	+ Third person limited – when the speaker/narrator is an external voice (he, she, it, her, him, they) who only knows the thoughts and feelings of one character – offers the writer more freedom than first person, but less than third person omniscient
* More than one POV can be in a story
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| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.6.7](http://www.corestandards.org/ELA-Literacy/RL/6/7/) 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.
 | Compare/ContrastPerceive/Perception | Compare/Contrast and Perception* How does your perception of a written text change after hearing/viewing a presentation of that text?
* We experience and understand texts differently depending on the mediums used to present them

Compare the experience of reading a text to listening to or viewing a comparable audio, video, written or live versionContrast what I “see” and “hear” when reading a written text to what I perceive while listening to or viewing a comparable version |
| 8 | * **(RL.6.8 not applicable to literature)**
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| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.6.9](http://www.corestandards.org/ELA-Literacy/RL/6/9/) 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.
 | Analyze/AnalysisCompare/ContrastGenreTheme | Determine the genre of a text* How does genre effect the development of the main topic; and how does that development impact the presentation of the theme
* Identify the different characteristics of different genres based on literary elements (theme, character, plot)

Recognize the impact of structure on a text* The text structure and format of a piece of writing impact the understanding of the main topic and theme.
* Authors use the characteristics of genre to present the themes or topics

Determine the theme or central idea of a text* Determine the topic of a text
* Identify a theme within a text
* Compare and contrast how similar themes and topics are addressed in different genres of text
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| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/) 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. | GenreFluencyComprehensionApplication across Content Areas | Identify the characteristics of genre and the elements of genreIdentify the different characteristics of different genres based on literary elements (theme, character, plot)Read and comprehend at a 4th grade level (informational and technical texts). |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade 6

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* Ideas directly stated in the text
* Determine what piece(s) of explicit and implicit information will support analysis
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Use inferences drawn from the text to support analysis* Use background knowledge and knowledge gained from multiple sources together with clues from the text
* Make inferences to support analysis

Use textual evidence to make a claim/argument strongerSupport analysis of a text with explicit information in the text, as well as inferences the reader draws from the text* Provide textual evidence
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| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.6.2](http://www.corestandards.org/ELA-Literacy/RI/6/2/) 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.
 | Central IdeaKey DetailsSummarizeFact and Opinion | Recognize and understand the theme/central message of a text* The central idea is the message or lesson that the author wants the reader to take away from the text
* Infer the theme based on details in the text

Use key details from a text to determine the theme/central message of a text* Details in a text, such as how a character(s) changes or how a speak addressed a particular subject, contribute to the theme or central idea
* Explain which details in the text support a given theme

Objectively summarize a text providing key details/facts from the text* A summary identifies the author, title, and main ideas of a text
* Objective writing is based on facts and does not reference personal opinions or judgments of a text

Determine main ideas in a text and use them in an objective summary |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.6.3](http://www.corestandards.org/ELA-Literacy/RI/6/3/) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 | Analyze/AnalysisText featuresAuthor’s Purpose | Identify key individuals, events and ideas in a text* Determine how key individuals, events or ideas are introduced in a text
* Determine how key individuals, events or ideas are explained in a text
* Describe how key individuals, events or ideas are elaborated upon in a text
* Illustrating is explaining something or making it clearer by using examples, charts or pictures
* Elaborating is adding more detail to an explanation
* Anecdotes are short stories told to explain something

Determine author’s perspectiveExplain the purpose of examples and anecdotes as they are used in a textDescribe in detail how examples, charts, pictures or anecdotes further explain key people, events or ideas* Authors use examples and anecdotes to introduce, illustrate and elaborate upon key individuals, events and ideas
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| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.6.4](http://www.corestandards.org/ELA-Literacy/RI/6/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 | Vocabulary in ContextWord ChoiceFigurative LanguageTone | Determine meaning of words as they are used within a text* Determine how the author’s use of words and phrases deepens the reader’s understanding of the content
* Explain how the author’s use of figurative language further illustrated/expands the meaning or message of a text
* Explain how the author’s use of connotative meanings conveys the author’s stance/tone within a text
* Explain how an author’s use of technical language helps the reader to understand specific processes and procedures in technical text

Identify figurative language in text (similes, metaphors and personification) * Know words have connotations (associations or secondary meaning) as well as denotations (the dictionary definition of a word)

Understand that technical words and phrases must be used to help clarify processes and proceduresUnderstand every text has a tone, and that an author’s choice of words and phrases impact the tone of the text* Know tone is the author’s attitude toward the topic conveyed through words and phrases
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| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.6.5](http://www.corestandards.org/ELA-Literacy/RI/6/5/) 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.
 | Analyze/AnalysisSyntax/Sentence StructureText StructureKey Ideas and Details | Describe the overall structure of a text* Know that text can be broken up into sentences, paragraphs, chapters and sections
* Explain how the overall structure of the text related to the development of ideas
* Describe the structure of a specific section of text
* Explain how the specific parts of a text relate to the development of ideas
* Cite examples of specific sentences, paragraphs, chapters or sections that contribute to the development of ideas in a text

Know that authors use text structure to organize information in a meaningful way |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.6.6](http://www.corestandards.org/ELA-Literacy/RI/6/6/) Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
 | Author’s PurposePoint of ViewAnalyze/AnalysisText Structure | Determine the author’s point of view or purpose in a text* An author’s point of view in a text is the position or perspective conveyed or represented by the author
* Author’s purpose in a text can be to entertain, to describe, to persuade or to inform
* Explain how the text structure helps to convey the author’s POV or purpose
* Explain how the inclusion and/or omission of information helps to convey the author’s POV/Purpose

Analyze the context of a text and the style in which it was written to determine the author’s point of view* POV or purpose of a text can be conveyed by specific text structures (i.e. problem and solution)
* POV or purpose of a text can be conveyed by word choice and tone
* POV or purpose of a text can be conveyed by including supporting evidence (i.e. examples, graphic features)
* POV or purpose of a text can be conveyed by including and/or omitting information
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| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.6.7](http://www.corestandards.org/ELA-Literacy/RI/6/7/) 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.
 | Format/Text StructureMediaMultiple Resources | Know information on a topic or issue can be presented in different text, media or formats* Why is information presented in a variety of media and formats?
* How can obtaining information from a variety of sources and media help develop and coherent understanding of a topic or issue?

Interpret information on a topic or issue as it is presented in different text, media, or formatsIntegrate the information presented in different text, media or formats* Obtain and integrate information from a variety of sources to develop a coherent understanding of a topic or issue
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| 8 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.6.8](http://www.corestandards.org/ELA-Literacy/RI/6/8/) 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.
 | EvaluateArgument/ClaimTextual EvidenceCite/Citation | Determine the argument/claim in a text* How does the author present a credible and accurate claim
* Verify a claim
* Determine if the evidence provided adequately supports the author’s point of view
* Argument – a conclusion, belief, or claim based on evidence
	+ Identify the author’s argument
	+ Trace the development of the author’s argument and specific claims in the text
* Claim – an ideas or opinions that an author tries to prove or defend in an argument
	+ Identify specific claims in a text
	+ Trace the development of the author’s argument and specific claims in the text
* Evaluate an argument critically using criteria based on sufficient support, credibility, balanced position, logical reasoning and clear language
* Evaluate the author’s use of evidence and its credibility in supporting the author’s claim
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| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.6.9](http://www.corestandards.org/ELA-Literacy/RI/6/9/) 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).
 | Author’s PerspectivePoint of ViewCompare and ContrastFact/Opinion | Know author’s point of view is the perspective (opinions and beliefs) an author shares with me through the text* How does an author’s perspective affect his or her written interpretation of an event?
* Why is it important for a reader to take an author’s perspective into account?
* An author’s perspective on an event impacts his or her presentation of that event

Compare and contrast the presentation of the same event by two different authorsDistinguish between fact and opinionRecognize different points of viewExplain why one author’s presentation of events differs from that of another author* How can two people witness or report on the same event and make different observations or come to different conclusions?
 |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RI.6.10](http://www.corestandards.org/ELA-Literacy/RI/6/10/) 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. | GenreFluencyComprehensionApplication across Content Areas | Identify the characteristics of genre and the elements of genreIdentify the different characteristics of different genres based on literary elements (theme, character, plot)Read and comprehend at a 4th grade level (informational and technical texts). |