



# JC Schools 6th Grade Reading Yearly Standards

## Overarching Standards (Taught in all units)

### 6.RL.3.D

Read and comprehend literature, including stories, dramas, and poems, independently and proficiently

### 6.RI.3.D

Read and comprehend informational text independently and proficiently

### 6.SL.1.A

Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed

Unit	Priority Standards	Supporting Standards
<b>Getting Started Unit</b>  Getting Started in the Reading Workshop	<b>6.RL.1.B</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials	<i>No supporting standard alignment</i>
	<b>6.RL.1.D</b> Using appropriate text, determine the theme(s) of a text and cite evidence of its development; <del>summarize the text</del>	<i>No supporting standard alignment</i>
	<b>6.RL.2.D</b> Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	<i>No supporting standard alignment</i>
	<i>No priority standard alignment</i>	<b>6.RL.3.C</b>

		Explain how plot and conflict reflect historical and/or cultural contexts
<b>Unit 1</b>  Informational Texts   *Not assessed until Unit 3	<b>6.RI.1.B</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	<i>No supporting standard alignment</i>
	<b>6.RI.1.D</b> Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text	<b>6.RI.1.C</b> Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable)
	<b>6.RI.2.C</b> Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning	<b>6.RI.2.A</b> Analyze how a particular sentence, paragraph, section, or image contributes to meaning
	<b>6.RI.3.B</b> Compare and contrast one author's presentation of events with that of another	<b>6.RI.3.C</b> Explain how the text reflects historical and/or cultural contexts
	<b>6.SL.1.C *</b> Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing	<i>No supporting standard alignment</i>
<b>Unit 2</b>  Narrative Texts	<b>6.RL.1.A</b> Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>6.RL.1.C</b> Interpret visual elements of a text and draw conclusions from them (when applicable)
	<b>6.RL.1.B</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials	<i>No supporting standard alignment</i>

*Not assessed until Unit 3	<b>6.RL.1.D</b> Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text	<i>No supporting standard alignment</i>
	<b>6.RL.2.B</b> Explain how an author develops the point of view of the narrator or speaker in a text	<b>6.RL.2.A</b> Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning
	<i>No priority standard alignment</i>	<b>6.RL.3.A</b> Compare and contrast the experience of reading a story, <del>drama, or poem</del> to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation
	<i>No priority standard alignment</i>	<b>6.RL.3.B</b> Compare and contrast texts in different genres that address similar themes or topics
	<b>6.SL.1.C *</b> Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing	<i>No supporting standard alignment</i>
<b>Unit 3</b> Argumentative Texts	<b>6.RI.1.A</b> Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<i>No supporting standard alignment</i>
	<b>6.RI.1.B</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	<i>No supporting standard alignment</i>

	<b>6.RI.2.B</b> Explain how an author's point of view or purpose is conveyed in an informational text	<i>No supporting standard alignment</i>
	<b>6.RI.2.D</b> Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not	<i>No supporting standard alignment</i>
	<i>No priority standard alignment</i>	<b>6.RI.3.A</b> Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation
	<b>6.SL.1.B</b> Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	<i>No supporting standard alignment</i>
	<b>6.SL.1.C</b> Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing purpose is conveyed in a text	<i>No supporting standard alignment</i>
<b>Unit 4</b> Poetry	<b>6.RL.1.B</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials	<i>No supporting standard alignment</i>
	<b>6.RL.2.C</b> Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning	<b>6.RL.2.A</b> Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning
	<i>No priority standard alignment</i>	<b>6.RL.3.A</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 same text, noting how a performance impacts personal interpretation
	No priority standard alignment	<b>6.SL.2.B</b> Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint