Grade Level Skills Crosswalks: 6th Grade
Language Standards (L)
Conventions of Standard English

L.6.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L.6.2** – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and writing.
• **L.6.1a** Recognize proper pronouns • **L.6.1b** Use intensive pronouns (e.g., myself) • **L.6.1c** Recognize the shifts in pronoun number and person • **L.6.1d** Recognize correct pronoun usage • **L.6.1e** Recognize variations of standard English in own writing/speaking and others	• **L.6.2a** Use punctuation (commas, dashes etc…) • **L.6.2b** Spell correctly

Knowledge of Language

L.6.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening. • **L.6.3a** Have a variety of sentence patterns • **L.6.3b** Maintain a consistent style and tone

Vocabulary Acquisition and Use

L.6.4 – 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.	**L.6.5** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
• **L.6.4a** Use context to determine the meaning of a word • **L.6.4b** Use grade appropriate Greek/Latin prefix, suffix, root • **L.6.4c** Use reference materials in print/digital form • **L.6.4d** Check inference with a dictionary or other reference source	• **L.6.5a** Interpret figurative language • **L.6.5b** Use relationships to better understand meaning of words (e.g., cause/effect, part to whole) • **L.6.5c** Distinguish between connotations with denotations

L.6.6 – 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.

Grade Level Skills Crosswalks: 6th Grade
Reading Standards for Literacy in History/Social Studies (RH)

Key Ideas and Details

RH.6-8.1 – Cite specific textual evidence to support analysis of primary and secondary sources.	**RH.6-8.2** – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**RH.6-8.3** – Identify key steps in a text description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
• Cite text evidence • Determine a primary/secondary source	• Determine main idea • Summarize	• Identify key steps in a process

Craft and Structure

RH.6-8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	**RH.6-8.5** – Describe how a text presents information.	**RH.6-8.6** – Identify aspects of a text that reveal an author's point of view or purpose.
• Use text to determine the meaning of a word(s) & phrases, including vocabulary	• Sequencing • Comparing	• Identify point of view • Identify author's purpose

Integration of Knowledge and Ideas

RH.6-8.7 – Integrate visual information with other information in print and digital texts.	**RH.6-8.8** – Distinguish among fact, opinion, and reasoned judgment in a text.	**RH.6-8.9** – Analyze the relationship between a primary and secondary source on the same topic.
• Charts, graphs, video, maps, photos	• Distinguish between fact / opinion	• Determine the relationship between primary/secondary source on the same topic • Identify a primary/secondary source

Range of Reading and Level of Text Complexity

RH.6-8.10 – By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grade Level Skills Crosswalks: 6th Grade
Reading Standards for Informational Text (RI)

Key Ideas and Details

RI.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**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.	**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 of anecdotes).
• Cite text evidence • Draw inferences • Research style (e.g., APA)	• Determine central idea • Summarize with facts only • Recall details	• Analyze key idea • Prove key ideas with examples

Craft and Structure

RI.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings.	**RI.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 ideas.	**RI.6.6** – Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.
• Determine and interpret meanings of unfamiliar words • Identify figurative language • Identify connotative language • Identify technical meaning	• Analyze non-fiction text structure • Determine how individual elements relate to the whole	• Determine author's point of view • Determine author's purpose • Assess how point of view or purpose shapes the text

Integration of Ideas and Knowledge

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.	**RI.6.8** – Trace and evaluate the arguments and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**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)
• Compare/Contrast the effectiveness of different types of multimedia formats	• Recognize the argument or claims in a text • Identify and pull specific quotes from a text and tell how it contributes to the argument/claim	• Compare/Contrast different types of genres and formats • Understand the author's purpose and perspective in different types of text

RI.6.10 – By the end of the year, read and comprehend literary nonfiction in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade Level Skills Crosswalks: 6th Grade
Reading Standards for Literature (RL)

Key Ideas and Details

RL.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**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.	**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.
• Cite text evidence • Draw inferences	• Determine theme/central idea • Summarize with facts only	• Describe plot • Analyze characters • Demonstrate knowledge of resolution

	• Recall details	

Craft and Structure

RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of a specific word choice on meaning and tone.	**RL.6.5** – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the developments to the theme, setting, or plot.	**RL.6.6** – Explain how an author develops the point of view of the narrator or the speaker in a text.
• Determine and interpret meanings of unfamiliar words • Identify figurative language • Identify connotative language • Evaluate author's tone and word choice	• Analyze text structure • Find narrative elements (theme, setting, plot)	• Determine author's point of view • Determine author's purpose

Integration of Ideas and Knowledge

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.	**RL.6.8** – *Not applicable to literature*	**RL.6.9** – Compare and contrast text in different forms of genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
• Compare/Contrast a type of genre with audio/video • Cite text evidence		• Compare/Contrast a variety of genres with similar theme/topic

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.

Grade Level Skills Crosswalks: 6th Grade
Reading Standards for Literacy in Science and Technical Subjects (RST)

Key Ideas and Details

RST.6-8.1 – Cite specific textual evidence to support analysis of science and technical texts.	**RST.6-8.2** – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	**RST.6-8.3** – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
• Cite text evidence • Support analysis	• Determine main idea • Summarize	• Identify Scientific Method

Craft and Structure

RST.6-8.4 – Determine the	**RST.6-8.5** – Analyze the	**RST.6-8.6** – Analyze the

meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 text and topics.	structure an author uses to organize a text including how the major sections contribute to the whole and to an understanding of the topic.	author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
• Know scientific vocabulary • Know scientific symbols	• Text structure	• Identify author's purpose • Complete lab report

Integration of Knowledge and Ideas

RST.6-8.7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	**RST.6-8.8** – Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	**RST.6-8.9** – Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.
• Charts, graphs, model, diagram, flow chart, photos	• Distinguish between fact / opinion based on research findings	• Compare/Contrast

Range of Reading and Level of Text Complexity

RST.6-8.10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Grade Level Skills Crosswalks: 6th Grade
Speaking and Listening Standards (SL)

Comprehension and Collaboration

SL.6.1 – 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.

SL.6.1a – Come to discussions prepared, having read or studied required material; explicitly drawn on that	**SL.6.1b** – Follow rules for collegial discussions, set specific goals and deadlines, and define	**SL.6.1c** – Pose and respond to specific questions with elaboration and detail by making comments	**SL.6.1d** – Review the key ideas expressed and demonstrate understanding of multiple perspectives

preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	individual roles as needed.	that contribute to the topic, text, or issue under discussion.	through reflection and paraphrasing.
• Read required material(s) • Reflect on ideas • Discuss ideas	• Roles for groups (ex – time keeper, recorder)	• Participate in class discussion	• Expanding on others' thoughts and/or ideas • Values others' thoughts/ideas

SL.6.2 – 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.	**SL.6.3** – Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
• Evaluate information presented in diverse media and formats	• Evaluate a speaker's point of view using evidence

Presentation of Knowledge and Ideas

SL.6.4 – 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.	**SL.6.5** – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**SL.6.6** – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 & 3 for specific expectations)
• Present information in a clear and concise manner • Sequence appropriately	• Use digital media to enhance presentation • Use charts etc… to support information	• Use appropriate language (see above)

Grade Level Skills Crosswalks: 6th Grade
Writing Standards (W)

Text Types and Purposes

W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.	**W.6.2** – Write informative/exclamatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W.6.3** – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
• **W.6.1a** Introduce claims & organize reasons/evidence	• **W.6.2a** Introduce topic & use strategies to aid in comprehension	• **W.6.3a** Introduce the plot, narrator/characters, and organize events in

• **W.6.1b** Support claims with evidence, credible source, & understand topic/text • **W.6.1c** Proper use of words/phrases/clauses within a writing piece • **W.6.1d** Establish and maintain a formal style • **W.6.1e** Provide a concluding statement	• **W.6.2b** Develop topic with facts, definitions, details, quotes, or other examples • **W.6.2c** Use transitions appropriately • **W.6.2d** Use vocabulary relevant to topic to inform or explain • **W.6.2e** Establish and maintain a formal style • **W.6.2f** Provide a concluding statement	sequence • **W.6.3b** Develop characters in the story using dialogue, experiences, description • **W.6.3c** Use time order words to sequence • **W.6.3d** Use descriptive words • **W.6.3e** Provide a conclusion that wraps up the piece

Production and Distribution of Writing

W.6.4 – Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Writing types are defined in 1-3 above)	**W.6.5** – 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. (See Language 1-3 for conventions)	**W.6.6** – 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.
• Produce a final paper	• Plan by brainstorming • Revise by adding more information	• Use technology to publish writing • Use technology to produce and communicate

Research to Build and Present Knowledge

W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**W.6.8** – Gather relevant information from multiple print and digital sources; assesses 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.	**W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.
• Use several sources to conduct research	• Identify quotes from print/digital sources • Paraphrase	• **W.6.9a Apply fiction:** Compare & Contrast different genres with

	information • Avoid plagiarism • Provide a bibliography	similar themes/topics • **W.6.9b Apply nonfiction:** Evaluate arguments or claims with support

Range of Writing

W.6.10 – 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 discipline-specific tasks, purposes, and audiences.
• Engage in numerous writing pieces throughout the year over both extended and shorter time frames • Write for a broad range of tasks with audience in mind

Grade Level Skills Crosswalks: 6th Grade
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)

Text Types and Purposes

WHST.6-8.1 – Write arguments focused on discipline-specific content.	**WHST.6-8.2** – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• **WHST.6-8.1a** Introduce the claim(s), determine the opposing claim(s), organize	• **WHST.6-8.2a** Introduce topic clearly, organize ideas, including visuals/multimedia

• **WHST.6-8.1b** Support claim(s) with reasoning, accurate data, and evidence using credible sources • **WHST.6-8.1c** Create a cohesive piece of writing using claims, reasons, and evidence • **WHST.6-8.1d** Establish and maintain a formal style • **WHST.6-8.1e** Provide a conclusion that supports argument	• **WHST.6-8.2b** Develop topic with facts, details, quotes, or other examples • **WHST.6-8.2c** Use transitions and clarify ideas/concepts • **WHST.6-8.2d** Use domain specific vocabulary to explain topic • **WHST.6-8.2e** Establish and maintain a formal style and objective tone • **WHST.6-8.2f** Provide a conclusion that supports information

WHST.6-8.3 – Not applicable

Production and Distribution of Writing

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**WHST.6-8.5** – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**WHST.6-8.6** – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
• Final piece/product	• Edit piece of writing	• Use technology to produce a piece of writing

Research to Build and Present Knowledge

WHST.6-8-7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**WHST.6-8.8 -** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusion of others while avoiding plagiarism and following a standard format for	**WHST.6-8.9 -** Draw evidence from informational texts to support analysis, reflection, and research.

	citation.	
• Conduct research from several sources	• Gather information from print/digital sources • Assess credibility of sources • Paraphrase information • Avoid plagiarism	• Pull evidence from information text to support research findings

Range of Writing

WHST.6-8.10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
• Engage in numerous writing pieces throughout the year over both extended and shorter time frames • Write for a broad range of tasks with audience in mind