

Common Core Standards for ELA/Literacy
 Reading-Informational Text Standards: Grade 6

| Standard | How do you <i>teach</i> this standard? | How do you <i>assess</i> this standard? |
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| Key Ideas and Details | | |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| 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. | | |
| 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). | | |
| Craft and Structure | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | | |
| 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. | | |
| 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | | |

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| Integration of Knowledge and Ideas | | |
| 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. | | |
| 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. | | |
| 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). | | |
| a. Use their experience and their knowledge of language, cultures, and logic to think analytically, address problems creatively, and advocate persuasively. | | |
| Range of Reading and Complexity of Text | | |
| 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. | | |