

THE 6TH GRADE COMMON CORE READING STANDARDS

College & Career Readiness Anchor Standards:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading informational texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.

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 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.
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.

Craft and Structure:

1. 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
2. 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.
3. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas:

1. 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.
2. *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.*

Range of Reading and Level of Text Complexity:

1. 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.

1. 1. MEANING & EVIDENCE

Key Ideas and Details

ANCHOR STANDARD:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

6TH GRADE LITERATURE STANDARD:

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL6.1)

6TH GRADE INFORMATIONAL STANDARD:

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI6.1)

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. What is this book about? How do you know? What helped you to figure out what the book is about?
2. What do you know for certain is true in this book? Describe several pieces of evidence the author included in the text that supports your understanding. Then explain which piece of evidence most strongly supports your understanding and why.
3. Describe an important inference you made while reading your book. Explain the inference using several pieces of text evidence. Which piece of evidence most strongly supports this inference?

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. What is this text about? How do you know? What helped you to figure out what the text is about?
2. What do you know for certain is true in this text? Describe several pieces of evidence the author included in the text that supports your understanding. Then explain which piece of evidence most strongly supports your understanding and why.
3. Describe an important inference you made while reading this text. Explain the inference using several pieces of text evidence. Which piece of evidence most strongly supports this inference?

2. CENTRAL IDEAS & THEMES

Key Ideas and Details

ANCHOR STANDARD:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

6TH GRADE LITERATURE STANDARD:

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.6.2)

6TH GRADE INFORMATIONAL STANDARD:

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.6.2)

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. What are the major topics that come up in this book? How do you know?
2. Write an objective summary of the book. *(An objective summary does not contain your personal opinions or reflections, only an overview of the text in your own words.)*
3. How does the main character(s) change, grow, or learn throughout the book?
4. What major themes or messages does this book contain? How do you know? *(What did the author write that helps to send those messages or themes? Authors convey themes through the characters, the dialogue, the setting, plot, conflict, etc.)*
5. How does the theme develop throughout the book? What does the author include in the beginning, middle, and end of the text that helps to develop that theme?
6. How does the author use all aspects and sections of the story *(the plot, setting, characters, & the beginning, middle, end)* to convey larger theme(s) or message(s)? Describe in detail how the author develops the theme(s) over the course of the book, and offer text examples to illustrate your points.

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. What are the major topics that come up in this text? How do you know?
2. Write an objective summary of the text. *(An objective summary does not contain your personal opinions or reflections, only an overview of the text in your own words.)*
3. What is the central idea (or ideas) in this text? How do you know? *(What did the author include that helps to build that central idea?)*
4. How does the central idea develop throughout the text? What does the author include in the beginning, middle, and end of the text that helps to develop and support that central idea?

3. SIGNIFICANT DETAILS

Key Ideas and Details

ANCHOR STANDARD:

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

6TH GRADE LITERATURE STANDARD:

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL6.3)

6TH GRADE INFORMATIONAL STANDARD:

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI6.3)

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. Identify a line of important dialogue from your book. Who said it, and why? Why is this line of dialogue important? What does that moment reveal about the characters?
2. Identify a moment that propels (*moves*) the action forward in the story. How does this line do that? Why is this important to the overall story?
3. Identify a moment that provokes a decision for a character. What happened in this moment, and what decision did it provoke? Why is this important to the overall story?
4. Identify a moment that reveals something about a character. What happens in this moment, and what does it reveal about the characters involved? Why is this important to the overall story?
5. Identify an important moment or action in the book. What ideas and experiences influenced these characters' actions? How do each person's actions in this moment influence other events and ideas as the story continues?
6. Identify the 4-6 most significant moments in the book, and for each one explain how that moment propelled the action forward, revealed aspects of a character, and/or provoked a decision.

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. Identify a key event in the text. Explain the causes of this event. Which cause was the most important in creating this event, and why?
2. Identify an important person in the text. What ideas and experiences influenced this person's actions? How did this person's actions influence other events and ideas?
3. How does this author make connections and/or distinctions between individuals, ideas, or events in this text? (For example, it may be through the use of comparisons, analogies, or categories.) Identify at least 3-4 ways in which different individuals, ideas, or events interact in this text, and explain how the author conveys those connections or distinctions.

4. THE AUTHOR'S WORDS

Craft & Structure

ANCHOR STANDARD:

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

6TH GRADE LITERATURE STANDARD:

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL6.4)

6TH GRADE INFORMATIONAL STANDARD:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI6.4)

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. Authors choose their words carefully. Find several words in your book that you think were well-chosen, and explain why. What effect did those word choices have on the story, and on you as a reader?
2. Reading is a great way to learn new words. As you read, write down all the new words you find, what they mean, and how you figured them out.
3. Find a place where the author used figurative language such as similes, metaphors, personification, or hyperbole. What exactly did the author say? What did s/he really mean? Why do you think s/he chose to say it this way?
4. Find a place where the author used a word for its connotative meaning. What does that word imply? What other similar words could the author have used instead? How would the sentence's meaning be different with another word?
5. Analyze this author's use of language. Offer examples of how the author uses particular words and phrases (including connotative or figurative language) to create a certain tone or convey a theme.

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. Authors choose their words carefully. Find several words in your text that you think were well-chosen, and explain why. What effect did those word choices have on the author's message, and on you as a reader?
2. Reading is a great way to learn new words. As you read, write down all the new words you find, what they mean, and how you figured them out.
3. Find a place where the author used figurative language such as similes, metaphors, personification, or hyperbole. What exactly did the author say? What did he/she really mean? Why do you think they chose to say it this way?
4. Find a place where the author used a word for its connotative meaning. What does that word imply? What other similar words could the author have used instead? How would the sentence's meaning be different with another word?
5. Analyze this author's use of language. Offer examples of how the author uses particular words and phrases (including connotative, figurative, or technical language) to create a certain tone or communicate a claim.

5. TEXT STRUCTURE

Craft & Structure

ANCHOR STANDARD:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6TH GRADE LITERATURE STANDARD:

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.6.5)

6TH GRADE INFORMATIONAL STANDARD:

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.6.5)

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. Authors structure (*organize*) their writing in a variety of ways. How is this book structured? (*Chronological order? Flashbacks? Diary entries? Different points of view?*) Why do you think s/he organized it this way? What effect does this structure have on the story's meaning, and on your experience as a reader?
2. Poetry: What is the poetic structure of this text (rhyme scheme, use of stanzas, meter, free verse)? How does this structure impact the mood or feel of the text for the reader? How does this impact the meaning of the poem, and your experience reading it?
3. What are the major sections/parts of this book/story/poem? How are the different parts connected? How do the parts fit together to create larger meanings and themes?
4. How do the different styles/structures that these two authors use create different meanings or experiences for the reader?

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. Authors structure (*organize*) their writing in a variety of ways. How is this text structured? (*Chronological order? Main ideas & details? Compare/contrast? Problem/solution? Cause & effect? Claim(s) & evidence?*) Why do you think the author organized it this way? What effect does this structure have on the text's meaning, and on your experience as a reader?
2. What are the major sections/parts of this text? How are the different parts related or connected? How do the parts fit together to create larger meanings and themes?
3. Identify an important (and long) paragraph in this text. Analyze in detail the structure of the paragraph, including the role of each particular sentence in developing and refining the paragraph's main idea. Provide a thorough analysis how each sentence builds on the one(s) before it to develop that paragraph's meaning.

6. PURPOSE & POINT OF VIEW

Craft & Structure

ANCHOR STANDARD:

Assess how point of view or purpose shapes the content and style of a text.

6TH GRADE LITERATURE STANDARD:

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL6.6)

6TH GRADE INFORMATIONAL STANDARD:

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI6.6)

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. What seems to be the author's purpose or point of view in this book? How can you tell?
2. What does the author seem to want you to think about the topics or themes that come up in this book? What techniques does the author use to convey those views? (*Word choice, tone, style, figurative language, plot events, etc.*) Explain and give multiple text examples to support your thinking.
3. Identify a moment in the book when one character knows something that others don't, or when you the reader know something the characters don't. How does the author create this moment? How do these differences in point of view help to create humor, suspense, or irony?

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. What seems to be the author's purpose or point of view in this text? How can you tell?
2. What does the author seem to want you to think about the topics or ideas that come up in this text? What techniques does the author use to convey those views? (*Word choice, tone, style figurative language, including or excluding certain information, etc.*) Explain and give multiple text examples to support your thinking.
3. Explain how the author achieves his/her purpose in this text while also acknowledging and responding to counterclaims or conflicting evidence. Is the author's handling of these different viewpoints effective and in line with his/her purpose?

7. COMPARING MEDIA

Craft & Structure

ANCHOR STANDARD:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

6TH GRADE LITERATURE STANDARD:

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (RL6.7)

6TH GRADE INFORMATIONAL STANDARD:

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (RI6.7)

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. How is the book different from the performed version? Explain the similarities and differences.
2. What surprised you or stood out to you about the live version? What did you “hear” and “see” differently compared to when you were reading the book?
3. What techniques are used in the live/film version, and how do they impact the story? (*Acting, lighting, colors, camera angles, flashbacks, removed or added scenes, montages, set/wardrobe design, etc.*)
4. Why do you think the director and actors made the decisions they did when creating the performed version? (*In terms of the lighting, colors, acting, camera angles, flashbacks, removed or added scenes, montages, set/wardrobe design, etc.*) Identify 4-6 key decisions they made about how to represent the story, and analyze why you think they made each decision.

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. Investigate a topic using at least 3 types of media (*books, websites, video, audio, etc.*). Then compare and contrast the value and impact of each one. What are the strengths and the limitations of each different way of presenting information? Give examples to support your thinking.

8. EVALUATING ARGUMENTS

Integration of Knowledge & Ideas

ANCHOR STANDARD:

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(This standard does not apply to literature.)

6TH GRADE INFORMATIONAL STANDARD:

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.6.8)

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. What is the main argument/position that the author is presenting? How can you tell? What evidence is given to support this argument?
2. Does the argument seem overly biased? Why or why not? What is the author's bias? What underlying beliefs do you think the author is basing their argument on? What evidence is there in the text to determine this?
3. Does the author present enough relevant evidence to create a convincing argument? Which pieces of evidence are most helpful in supporting the author's claim(s) and why? Is there any evidence in the text that seems irrelevant? Is there other important information that the author has left out or ignored? Overall, is the author making a well-reasoned argument with sufficient evidence? *(Whether or not you agree is not the point. Is the argument solid?)*

9. COMPARING TEXTS

Integration of Knowledge & Ideas

ANCHOR STANDARD:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

6TH GRADE LITERATURE STANDARD:

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.6.9)

6TH GRADE INFORMATIONAL STANDARD:

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. What is the common theme in the two books being compared? How are the themes presented in similar or different ways in each book?
2. Describe in detail how each author conveys a similar theme. What techniques does each author use to communicate the theme? Is one author's approach more effective than the other? If yes, explain why using text evidence. If they are equally effective, explain why each approach works well.
3. How does this book draw upon themes, events, or characters from myths, traditional stories, or religious texts? Why do you think the author borrowed these elements from a well-known ancient story? What impact do those references have on this book, and on the reader's experience?

INFORMATIONAL ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. In what ways do these texts approach the same topic differently? On which points do they agree and disagree? How can you tell?
2. Closely analyze two or more texts that offer different views or interpretations on the same topic. Where do the authors' arguments and approaches overlap, and where do they differ? Does one author present a more compelling view on the topic? What makes it more compelling?

10. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

ANCHOR STANDARD:

Read and comprehend complex literary and informational texts independently and proficiently.

6TH GRADE LITERATURE STANDARD:

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (RL6.10)

6TH GRADE INFORMATIONAL STANDARD:

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (RI6.10)

READER QUESTIONS:

1. Look through the list of books you've completed thus far this school year (or think back to the books you read last year). What do you notice? Which genres are most represented? Which genres have you not yet tried? How difficult is each book you've read? Are the majority of the books you've read very easy, somewhat easy, somewhat challenging, or very challenging? Write 1-2 paragraphs about these observations on your reading habits. Then, based on these observations, create a plan moving forward. Your plan should address those gaps in your reading record and help you to meet the standard above. Your personalized reading plan must also be something that can be followed up on. Share your plan with your teacher and plan regular check-ins to track your progress moving forward.
2. Based on your personalized reading plan, choose a more challenging book for your next read. As you read, both at home and in school, track your reading experience. What do you notice as you take on this challenge? How does it impact your reading stamina, focus, and comprehension? What is going well? Where do you need more support? Be as specific as possible.
3. Name the three most enjoyable books you've read this school year. How would you rate them: very easy, mostly easy, slightly challenging, or very challenging? Now research the lexile levels for each of these texts. How do your lexile levels align with how you rated the texts? Are you reading books that are at, below, or above grade level? Look up a book at your grade level. How would you rate this text?
4. What are your strategies for choosing new texts, fictional or informational? How much support do you need in finding a new text to read? How comfortable are you exploring new genres on your own? Do you tend to gravitate towards authors/genres/series you are familiar with or do you branch out easily?

11. RESPONDING TO LITERATURE

ANCHOR STANDARD:

Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

6TH GRADE LITERATURE STANDARD:

Interpret, analyze, and evaluate narratives, poetry and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.

- a) Self-select text to develop personal preferences.
- b) Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

LITERARY ANALYSIS QUESTIONS:

Always offer text evidence to support your analysis.

1. Is this a good book? What makes you say that? Offer examples from the text to support your judgment.
2. Why did you choose this book/text? Is it meeting your expectations? Why or why not?
3. How does this book/text compare to others in the same genre? In what ways is it similar to others in the same genre, and in what ways is it unique?
4. Does this text fit with your personal preferences as a reader? How so (or not)? Do you have a narrow or wide range of reading tastes? Explain and give examples. If you said "narrow": in what ways could you further develop your tastes as a reader? For example, do you read books representing a wide variety of genres and cultures?
5. Is this author a skilled writer? Why or why not? Describe what you believe s/he does well (or not) as a writer. (*Look closely at the author's decisions about word choice, pacing, development of the plot/characters/themes, text structure, etc.*) Then read several reviews of this book online. Some can be from regular readers, but read at least one from a trusted source. How are those reviewers' opinions similar to or different from yours? What do you think about what they said? Does anything you read in the reviews change your own thinking? Explain...
6. Does this book "matter"? Does it connect to your life, to our world, to the past or the present? Does it contain important lessons, warnings, reminders, or themes? Who else should read this book, and why?