

**ELA READING**  
**COMMON CORE STANDARDS WITH SOL ADDITIONS**

Church Hill Preparatory Academy

**CONTENT AREA: ELA-READING - Common Core Standards with SOL Additions**

**Corresponds to Virginia SOL Standards R6.3, 6.4, 6.5**

At the sixth-grade level, students will expand the study of roots and affixes as well as the use of context to develop independence in vocabulary acquisition. Figurative language will be introduced. Students will read independently and in groups for appreciation and comprehension of a variety of fiction, narrative nonfiction, nonfiction, and poetry. Both classic and recent works will be included. Students will apply critical reading and reasoning skills across the content areas, including history and social science, science, and mathematics. When selecting text, teachers will consider appropriateness of subject and theme, as well as text complexity.

**Key Ideas and Details - Anchor Standards**

1. 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. (R.6.1)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R.6.2)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.6.3)

**Craft and Structure - Anchor Standards**

4. Interpret words and phrases as they are used in text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone. (R.6.4)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex.: a section, chapter, scene, or stanza) relate to each other and the whole. (R.6.5)
6. Assess how point of view or purpose shapes the content and style of a text. (R.6.6)

**Integration of Knowledge and Ideas - Anchor Standards**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. (R.6.7)
8. 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. (R.6.8)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (R.6.9)

**Range of Reading and Level of Text Complexity - Anchor Standards**

10. Read and comprehend complex literary and informational texts independently and proficiently. (R.6.10)

**Key Ideas and Details - Anchor Standards**

**Indicator**

**Reading Literature**

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.

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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 resolution.

#### Informational Text

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 judgements.

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).

RI.6.3a Understand setting as time and place.

RI.6.3b Understand plot as:

- the development of the central conflict and resolution;
- the sequence of events in the story; and
- the writer's map for what happens, how it happens, to whom it happens, and when it happens.

RI.6.3c Understand that character traits are revealed by:

- what a character says;
- what a character thinks;
- what a character does; and
- how other characters respond to the character.

RI.6.3d Determine a central idea or theme of a fictional text and how it is developed through specific details.

RI.6.3e Understand internal and external conflicts in stories, including:

- internal conflicts within characters;
- external conflicts between characters; and
- changes in characters as a result of conflicts and resolutions in the plot.

RI.6.3f Describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.

RI.6.3g Recognize an author's craft, including use of :

- language patterns;
- sentence variety;
- vocabulary;
- imagery; and
- figurative language.

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RI.6.3h Recognize an author's use of:

- simile – figures of speech that use the words *like* or *as* to make comparisons;
- hyperbole – intentionally exaggerated figures of speech; and
- metaphor – a figure of speech that makes a comparison equating two or more unlike things without using "like" or "as".

RI.6.3i Recognize poetic forms, including:

- haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
  - limerick – a 5-line, rhymed, rhythmic verse, usually humorous;
  - ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; and
  - free verse – poetry with neither regular meter nor rhyme scheme.
- recognize poetic elements in prose and poetry, including:
- rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., *farm/harm* ;
  - rhythm – the recurring pattern of strong and weak syllabic stresses;
  - repetition – repeated use of sounds, words, or ideas for effect and emphasis;
  - alliteration – repetition of initial sounds, e.g., *picked a peck of pickled peppers* ; and
  - onomatopoeia – the use of a word whose sound suggests its meaning, e.g., *buzz* .

RI.6.3j Recognize an author's tone including serious, humorous, objective, and personal.

RI.6.3k Use strategies for summarizing, such as graphic organizers.

RI.6.3l Use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development.

RI.6.3m Use organizers to record changes in characters as a result of incidents in the plot.

RI.6.3n Use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.

RI.6.3o Analyze author's use of figurative language.

RI.6.3p Identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information.

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**Craft and Structure - Anchor Standards**  
**Reading Literature**

**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.**

RL.6.4a Use context clues to determine meanings of unfamiliar words in text, such as:

- examples;
- restatements; and
- contrast.
- identify figurative language in text, including:
  - simile – figures of speech that use the words *like* or *as* to make comparisons;
  - hyperbole – intentionally exaggerated figures of speech; and
  - metaphor – a comparison equating two or more unlike things without using “like” or “as.”

RL.6.4b Consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning.

RL.6.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

Activate prior knowledge before reading by use of, but not limited to:

- small-group or whole-class discussion;
- anticipation guides; and
- preview of key vocabulary

Questions prior to and during the reading process based on text structures, such as:

- boldface and/or italics type;
- type set in color;
- vocabulary;
- graphics or photographs; and
- headings and subheadings.
- use specific and helpful clues in the context, including:
  - definitions – which define words within the text;
  - signal words – which alert readers that explanations or examples follow;

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- direct explanations – which explain terms as they are introduced;
- synonyms – which provide a more commonly used term;
- antonyms – which contrast words with their opposites; and
- inferences – which imply meaning and help readers deduce

RL.6.6 Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.

**Integration of Knowledge & Ideas - Anchor Standards**  
**Reading Literature**

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 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.

**Informational Text**

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 argument and specific claims on a text, distinguishing claims that are supported by reasons and evidence from claims which 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).

**Range of Reading and Level of Text Complexity - Anchor Standards**

RL.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.

RL.6.10a Activate prior knowledge before reading by use of, but not limited to:

- small-group or whole-class discussion;
- anticipation guides; and
- preview of key vocabulary

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RL.6.10b Pose questions prior to and during the reading process based on text structures, such as:

- boldface and/or italics type;
- type set in color;
- vocabulary;
- graphics or photographs; and
- headings and subheadings.

RL.6.10c Use specific and helpful clues in the context, including:

- definitions – which define words within the text;
- signal words – which alert readers that explanations or examples follow;

- direct explanations – which explain terms as they are introduced;
- synonyms – which provide a more commonly used term;
- antonyms – which contrast words with their opposites; and
- inferences – which imply meaning and help readers deduce meaning.

RL.6.10d Give evidence from the text to support conclusions.

RL.6.10e Identify common patterns of organizing text including:

- chronological or sequential;
- comparison/contrast;
- cause and effect;
- problem-solution; and
- generalization or principle.

RL.6.10f Predict and then read to validate or revise the prediction(s).

RL.6.10g Identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.

RL.6.10h Comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.

RL.6.10i Recognize that a fact is something that can be proven, while an opinion is a personal feeling.

RL.6.10j Determine a central idea of a text and recognize how details support that idea.

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RL.6.10k Use graphic organizers to show similarities and differences in the information found in several sources about the same topic.

RL.6.10l Use strategies and rules for summarizing, such as the following:

- delete trivia and redundancy;
- substitute a general term for a list; and
- find or create a main idea statement.

RL.6.10m Summarize the text without providing a personal opinion.

RL.6.10n Compare and contrast similar information across several texts.

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