

## Reading Literature – Grade 6

### Key Ideas and Details

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RL 6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Carried Over from Phase I
<b>RL6.2</b>	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.	Carried Over from Phase I
<b>RL6.3</b>	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.	Carried Over from Phase I

### Craft and Structure

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RL6.4</b>	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.	Carried Over from Phase I
<b>RL6.5</b>	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.	Carried Over from Phase I
<b>RL6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.	

### Integration of Knowledge and Ideas

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RL6.7</b>	Not Assessed on PAWS	Not Assessed on PAWS
<b>RL6.8</b>	Not applicable to literature	Not applicable to literature
<b>RL6.9</b>		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.
<b>RL6.10</b>	Not Assessed on PAWS	Not Assessed on PAWS

## Reading Informational Text – Grade 6

### Key Ideas and Details

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RI6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Carried Over from Phase I
<b>RI6.2</b>	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.	Carried Over from Phase I
<b>RI6.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Carried Over from Phase I

## Craft and Structure

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RI6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Carried Over from Phase I
<b>RI6.5</b>	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.	Carried Over from Phase I
<b>RI6.6</b>		Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

## Integration of Knowledge and Ideas

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RI6.7</b>	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.	Carried over from Phase 1.
<b>RI6.8</b>	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.	Carried Over from Phase I
<b>RI6.9</b>		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).
<b>RI6.10</b>	Not Assessed on PAWS	Not Assessed on PAWS

## Reading Foundational Skills - Not assessed on PAWS

### Language Standards - Grade 6

#### Conventions of Standard English – Assessed through SAWS

#### Knowledge of Language – Assessed through SAWS

#### Vocabulary Acquisition and Use

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
<b>L6.4</b>	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.	Carried Over from Phase I
<b>L6.4a</b>	Use context (e.g., overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Carried Over from Phase I
<b>L6.4b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Carried Over from Phase I
<b>L6.4c</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Carried Over from Phase I
<b>L6.4d</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
<b>L6.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.	Carried Over from Phase I
<b>L6.5a</b>	Interpret figures of speech (e.g., personification) in context.	Carried Over from Phase I
<b>L6.5b</b>	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Carried Over from Phase I
<b>L6.5c</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, not wasteful, thrifty).	Carried Over from Phase I
<b>L6.6</b>	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.	Carried Over from Phase I