| 2024 Grade 6 English Standards of Learning |
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| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.** |  |
| 6.RV.1 A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics. |  |
| 6.RV.1 B. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases. |  |
| 6.RV.1 C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words |  |

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| 6.RV.1 D. Use the relationship between particular words including synonyms and antonyms to better understand each word. |  |
| 6.RV.1 E. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification. |  |
| 6.RV.1 F. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials. |  |
| 6.RV.1 G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations and pronunciation |  |
| 6.RV.1 H. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. |  |
| **6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.** |  |
| 6.RL1 A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details. |  |
| 6.RL.1 B. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution. |  |
| 6.RL.1 C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot. |  |
| 6.RL.1. D Explain how static and dynamic characters impact the plot. |  |
| 6.RL.1. E. Explain the role of the protagonist and antagonist on plot events. |  |
| 6.RL.2 A. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader. |  |
| 6.RL.2. B. Explain elements of author’s style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone. |  |
| 6.RL.2. C. Explain how an author develops the point of view (e.g., first-person, third-person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems. |  |
| 6.RL.3. A. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another. |  |
| 6.RL.3. B. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text. |  |
| **6.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.** |  |
| 6.RI.1 A. Summarize texts, including their main idea(s) and how they are developed with specific details. |  |
| 6.RI.1 B. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes). |  |
| 6.RI.1 C. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not. |  |
| 6.RI.2 A Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and heading and subheadings). |  |
| 6.RI.2 B. Explain how an author’s word choice, organizational pattern, and language structure convey the author’s purpose. |  |
| 6.RI.2 C. Explain how an author establishes and conveys a perspective or purpose in an informational text. |  |
| 6.RI.3 A. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas. |  |
| 6.RI.3 B. Compare and contrast one author’s presentation of ideas or events with another’s identifying where the texts agree or disagree. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, relevant, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level. |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on topics and concepts. |  |
| 7. Instructional strategies include multiple opportunities for students to build depth of understanding, and the materials provide a range of scaffolds for support and enrichment. |  |