

# DK Common Core State Standards Alignment

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Grade-Level Expectation: 6

Guided Reading Level: W

**CCSS.ELA-Literacy.L.6.3,4,4a,4c,4d,5,5b,5c,6**

**CCSS.ELA-Literacy.RST.6-8.1,2,4,5,6,7,8,9,10**

**CCSS.ELA-Literacy.SL.6.2,3,4,5,6**

**CCSS.ELA-Literacy.WHST.6-8.4,7,8,9,10**

## Grade 6

### Knowledge of Language

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- **CCSS.ELA-Literacy.L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use

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- **CCSS.ELA-Literacy.L.6.4** 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.
  - a. Use context (e.g., the 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.
  - c. 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.
  - d. 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).



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- **CCSS.ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- **CCSS.ELA-Literacy.L.6.6** 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.

## Grade 6-8

### Key Ideas and Details

- **CCSS.ELA-Literacy.RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts.
- **CCSS.ELA-Literacy.RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

### Craft and Structure

- **CCSS.ELA-Literacy.RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- **CCSS.ELA-Literacy.RST.6-8.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **CCSS.ELA-Literacy.RST.6-8.6** Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

### Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- **CCSS.ELA-Literacy.RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- **CCSS.ELA-Literacy.RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.



## Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RST.6-8.10** By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

## Grade 6

### Comprehension and Collaboration

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- **CCSS.ELA-Literacy.SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **CCSS.ELA-Literacy.SL.6.3** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not..

### Presentation of Knowledge and Ideas

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- **CCSS.ELA-Literacy.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- **CCSS.ELA-Literacy.SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **CCSS.ELA-Literacy.SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

## Grade 6-8

### Production and Distribution of Writing

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- **CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Research to Build and Present Knowledge

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- **CCSS.ELA-Literacy.WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **CCSS.ELA-Literacy.WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



- **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.

### Range of Writing

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- **CCSS.ELA-Literacy.WHST.6-8.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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