

**LINCOLN PUBLIC SCHOOLS**  
English Language Arts Learning Expectations: Grade 6

**Massachusetts  
Standards**

**Strand:  
Reading**

**Students will be able  
to:**

Read and comprehend literature, including stories, dramas, and poems, in the grades 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Read and comprehend literary nonfiction in the grades 6 text complexity band proficiently, with scaffolding as needed at the high end of the range  
(Standard 10)

**Big Ideas**

- Reading is a complex task that requires the skillful and simultaneous orchestrations of a number of cognitive processes.
- Comprehension requires readers to actively engage with a text as they gather information, follow a story, consider new ideas, relate ideas to previous information or text-based events, or think about a text in light of their own knowledge and experience.
- Skilled readers base their interpretations of the author's intended meaning as made apparent by a wide range of textual evidence.

**Key Outcomes**

Students will demonstrate an understanding of a **text** by:

**Informational Text:**

- Describing 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.  
(Standard 3)
- Determining an author's point of view or purpose in a text and explain how it is conveyed in the text.  
(Standard 6)
- Comparing 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).  
(Standard 9)

**Literature:**

- Describing 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.  
(Standard 3)
- Explaining how an author develops the point of view of the narrator or speaker in a text. (Standard 6)
- Comparing 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. (Standard 9)

## Essential Knowledge and Skills

### Students will:

#### Informational Text:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(Standard 1)*
- 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. *(Standard 2)*
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. *(Standard 4)*
- 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. *(Standard 5)*
- 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. *(Standard 7)*
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims

#### Literature:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(Standard 1)*
- 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. *(Standard 2)*
- 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. *(Standard 4)*
- 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. *(Standard 5)*
- 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 *(Standard 7)*

	that are not. ( <i>Standard 8</i> )	<ul style="list-style-type: none"><li>● Identify the conventions of legends and epics (<i>e.g., the hero, quest, journey, seemingly impossible tasks</i>) in historical and modern literary works. (<i>Standard 8A</i>)</li></ul>